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ABSTRACT

This publication features profiles of 25 outstanding school reform programs at Bureau of Indian Affairs schools. These innovative schools have captured various aspects of school reform that encompass more challenging, real world curricula; school-to-work transitions; new ways of assessing student achievement; higher order thinking and problem-solving skills; staff development to support challenging standards; restructured time to extend and improve learning; partnerships with other community organizations and services; parental and community involvement; and violence, alcohol, and drug prevention for students, staff, and community. Each profile includes contact information. The schools are Alamo Navajo Community School (Magdalena, New Mexico); Aneth Community School (Montezuma Creek, Utah); Bug-O-Nay-Ge-Shig School (Cass Lake, Minnesota); the Challenge Grant schools (12 sites nationwide); Cherokee Central High School (North Carolina); Chief Leschi Schools (Puyallup, Washington); Choctaw Tribal School (Philadelphia, Mississippi); Dzilth-Na-O-Dith-Hle Community School (Bloomfield, New Mexico); the FACE (Family and Child Education) schools (22 sites nationwide); Kaibeto Boarding School (Arizona); Menominee Tribal School (Neopit, Wisconsin); Pyramid Lake High School (Nixon, Nevada); ROPES: The Eastern Navajo Mountain High Program (serving 18 schools); San Felipe Pueblo Elementary School (New Mexico); Santa Rosa Boarding School (Sells, Arizona); Sherman Indian High School (Riverside, California) Sho'Ban School District #512 (Fort Hall, Indiana); Southwestern Indian Polytechnic Institute (Albuquerque, New Mexico); St. Stephens Indian School (Wyoming); Tohaali Community School (Newcomb, New Mexico); Two Eagle River School (Pablo, Montana); Wingate Elementary School and Wingate High School (Fort Wingate, New Mexico); Winslow Dormitory (Arizona); and Yakama Tribal School (Toppenish, Washington). Includes the 10 goals of "Indian America: Goals 2000," photographs, and a map of 48 outstanding programs for 1996. (SV)

1996 Bureau of Indian Affairs
Outstanding School Reform Programs:
A KALEIDOSCOPE FOR LEARNING

ED 413 136

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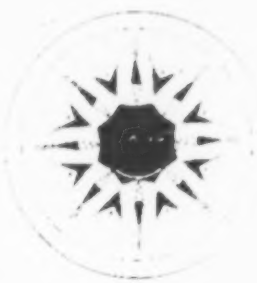

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11th Grade, Takini School, HC 77, Box 537, Howes, SD 57748

"The Gathering of Tipis"
The gathering of tipis inside the circle represents the union of all tribal nations to create a better world to live in for all people.

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Foreword from the Director

In the midst of the national educational reform movement, we find the BIA schools featured in this publication implementing outstanding programs which address school reform in many significant ways. We applaud their efforts and hope their programs will influence others looking for new ways to better address the needs of our children.

As you read through *A Kaleidoscope of Learning* you will see how these innovative schools have captured various aspects of school reform:

* ***providing for more challenging, real world curricula***

* ***emphasizing school-to-work transitions***

* ***adopting new ways of assessing student achievement***

* ***incorporating higher order thinking and problem solving skills***

* ***intensifying staff development to support challenging standards***

* ***restructuring time to extend and improve learning***

* ***building partnerships with other community organizations and services***

* ***increasing parental and community involvement***

* ***addressing violence, alcohol and drug prevention for students, staff and community***

To accomplish these reform activities, these schools have promoted grassroots involvement and site-based management. The Improving America Schools Act and Goals 2000: Educate America Act allow for greater flexibility of program design and implementation which promote the educational reform all schools are striving to achieve. The schools cited in this document provide examples of how school reform addresses a broad spectrum of student needs and enhances academic achievement of all students. These schools are keeping students in school, on task, and excited about learning. Their programs are relevant, promote Native culture and increase self-esteem.

The future of Indian children is being made today by our collective efforts. Together we will meet the challenges and accept the many opportunities afforded by school reform. We look forward to the year 2000 and the contribution we will have made to the transformation of education in Bureau-funded schools.

LOCATIONS OF THE 1996 BUREAU OF INDIAN AFFAIRS OUTSTANDING SCHOOL PROGRAMS

1. Alamo Navajo Community School - Magdalena, NM
2. Afachkee Day School - Clewiston, FL
3. Aneth Community School - Montezuma Creek, UT
4. Blackwater Community School - Coolidge, AZ
5. Bug-O-Nay-Ge-Shig School - Cass Lake, MN
6. Cherokee Central High School- Cherokee, NC
7. Chi Chil Tah/Jones Ranch - Vanderwagon, NM
8. Chief Leschi Schools - Puyallup, WA
9. Chinle Boarding School - Many Farms, AZ
10. Chusk/Tohatch Consolidated School - Tohatchi, NM
11. Conehatta Elementary School - Conehatta, MS
12. Dilcon Boarding School - Winslow, AZ
13. Dzilth-Na-O-Dith-Hle Community School - Bloomfield, NM
14. Fond Du Lac Ojibway School - Cloquet, MN
15. Hannahville Indian School - Wilson, MI
16. Indian Island School - Old Town, ME
17. Indian Township School - Princeton, ME
18. Lac Courte Oreille Ojibwa School - Hayward, WI
19. Laguna Middle School - Laguna, NM
20. Little Singer Community School - Winslow, AZ
21. Lummi Tribal School System - Bellingham, WA
22. Menominee Tribal School - Neopit, WI
23. Na'Neelzhiin Ji 'Olta School - Cuba, NM
24. Pine Hills School - Pine Hills, NM
25. Pyramid Lake High School - Nixon, NV
26. Quileute Tribal School - La Push, WA
27. Rough Rock School - Chinle, AZ
28. San Felipe Pueblo Elementary School - San Felipe, NM
29. Santa Rosa Boarding School Dormitory - Sells, AZ
30. San Simon Elementary School - Sells, AZ
31. Seba Delkai Boarding School - Winslow, AZ
32. Sequoyah High School - Tahlequah, OK
33. Sherman Indian High School - Riverside, CA
34. Shiprock Alternative High School - Chinle, AZ
35. Sho'Ban School District - Fort Hall, ID
36. Southwestern Indian Polytechnic Institute - Albuquerque, NM
37. St. Stephens Indian School - St. Stephens, WY
38. Takini School - Howes, SD
39. T'iis Nasbas Community School - Teecnospos, AZ
40. T'iists'oozi'Bi'o'lta School - Crownpoint, NM
41. Tohaali Community School - Newcomb, NM
42. To'Hajiilee He School - Canoncito, NM
43. Tuba City Boarding School - Tuba City, AZ
44. Two Eagle River School - Pablo, MT
45. Wingate Elementary School - Fort Wingate, NM
46. Wingate High School - Fort Wingate, NM
47. Winslow Dormitory - Winslow, AZ
48. Yakama Tribal School - Toppenish, WA

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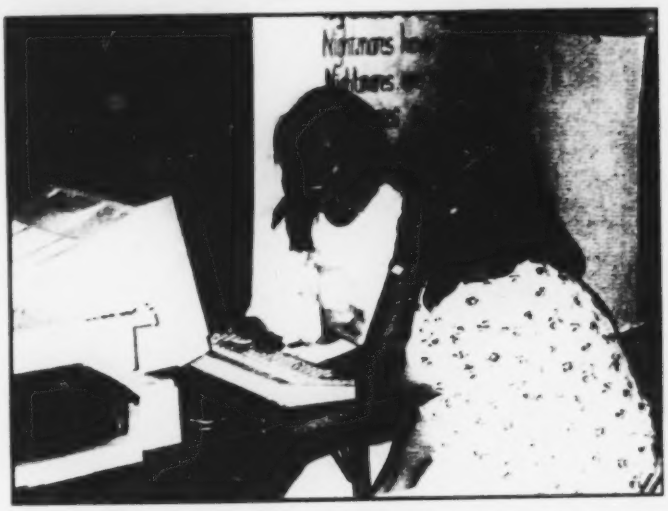
1.
Alamo Navajo Community School
Magdalena, New Mexico
Nationally Recognized Drug Free Program

Alamo Navajo Community School is located approximately one hundred and forty (140) miles southwest of Albuquerque, New Mexico, and thirty miles west of Magdalena, New Mexico, on the Navajo Indian Reservation. The school lies directly north of the Galina Mountains on 63,000 acres of land which is geographically isolated from the main Navajo Indian Reservation. The first kindergarten school, established in 1934, was a Bureau-operated day school located on the reservation. Next, in 1959, a Bureau operated dormitory was established thirty miles off-reservation in the city of Magdalena, New Mexico. Then, in 1979, a K-8 elementary school was relocated on the reservation, housed in portable classrooms. Four years later, in 1982, the school was expanded to a K-12 school, and, in 1986, a new K-12 educational facility was constructed. In 1996, Alamo Navajo Community School became a Bureau funded, tribally operated grant school, which serves 356 Navajo students in grades K-12, under the supervision of Mr. Ron Bateman, Principal. A six-member Indian school board oversees the management of the school.



Drafting class students Genice Apachito and Veronic Smith conduct a presentation at "Parents and Teachers as Partners Conference."

The purpose of the "Alamo Drug Free Program" is to provide comprehensive drug and alcohol awareness and a prevention program for students attending the Alamo Navajo Community School. The Nationally Recognized Drug Free Program addresses the National Educate America 2000 Educational Goals, and the Indian America 2000 Goals in the areas of: (1) Safe, Disciplined and Drug-Free Schools, and (2) Safe, Adequate School Facilities.

The four major educational objectives of the program include the following:

(1) To conduct monthly group counseling sessions designed to increase student awareness regarding the negative consequences of alcohol and drug abuse,

(2) To provide educational anti-drug and alcohol presentations to the student body and the community, via a local radio station, KABR, (K-Bear), and by use of video presentations,

(3) To provide students with live law enforcement presentations by governmental entities, including the National Guard Drug Prevention Team, the local Navajo police (e.g., utilizing the D.A.R.E. curriculum), and others, and

(4) To provide an annual intensive substance abuse prevention training workshop to the school administration and staff.

In June 1995, the Alamo Navajo Community School, under the guidance of the Alamo Navajo School Board, Inc., received national recognition for its outstanding Drug Free School Program. The school board president, executive director and a student representative traveled to Washington, D.C., to participate in recognition ceremonies with 98 other schools from throughout the United States. President William Clinton hosted the ceremony and presented the awards in the Rose Garden of the White House.

The Drug Free School Program is an integral part of the daily program of activities provided to all students attending the Alamo Navajo Community School. Community organizations participate by providing consultants who work with students and staff. For instance, the Indian Health Service provides an intervention counselor to assist the program. The students, staff and community are all stakeholders in the effectiveness of the program.

Throughout the school year, there are performing

arts concerts that the New Mexico Department of Health sponsors for the students with funding provided by a Comprehensive School Health grant. Such concerts have included a group of Native Alaskan Storytellers, the New Mexico Symphony, and a group of Mexican musicians.

One of the activities included in the 1995 program was a performance by the National Guard's Drug Prevention Team. Their performance not only carried a strong anti-drug and alcohol abuse message, but was also entertaining. A second activity included a special demonstration conducted by the "New Mexico State Police Canine Drug Prevention Team."

The school administration supports the staff in attending and participating in a variety of informational workshops held off-campus. These workshops include topics, such as HIV/AIDS awareness, inhalants, and FAS/FAE syndrome. The staff is encouraged to return to the school and share the information collected from the workshop with the rest of the staff. One such staff activity conducted during the past year was a Child Abuse Prevention Workshop, which presented information on the identification, reporting and follow-up procedures utilized in child abuse prevention.

The students are also involved in planned, positive activities which promote healthy alternatives to drug use. One such activity, supported by the Indian Health Services, is the "Outdoor Adventure Club." One staff member serves as the team leader of the club, which consists of middle school or high school students who are interested in participating in outdoor activities. The intent of the activities is threefold: (1) the development of leadership skills, (2) the development of team building skills, and (3) to increase student self-esteem through a variety of outdoor activities. The outdoor activities undertaken this year included downhill skiing, cross-country skiing, backpacking, camping, snowshoeing, fishing and hiking.

The educational benefits to students participating in the "Alamo Drug Free Program" are identified as follows:

(1) The raising of student awareness regarding the hazards of substance abuse,

(2) The provision of a set of structured, positive alternative activities for student involvement,

(3) The development of student self-esteem, and

(4) The development of student leadership skills.

The Drug Free Program provides students day-to-day contact with anti-drug messages and also positive and healthy alternative school activities. There is strong support by the school administration and throughout the community for all of the activities undertaken. However, the strongest contribution of the Drug Free Program is the integration and collaboration with the total school program to achieve the goal of providing the best possible educational opportunities for all Alamo Navajo students.

Elementary students attend a "Drug Awareness" presentation.

For further information regarding the "Alamo Drug Free Program," write or call:
Ms. Gail Campbell
Federal Programs Coordinator
Alamo Navajo School
P. O. Box 907
Magdalena, NM 87829
(505) 854-2635

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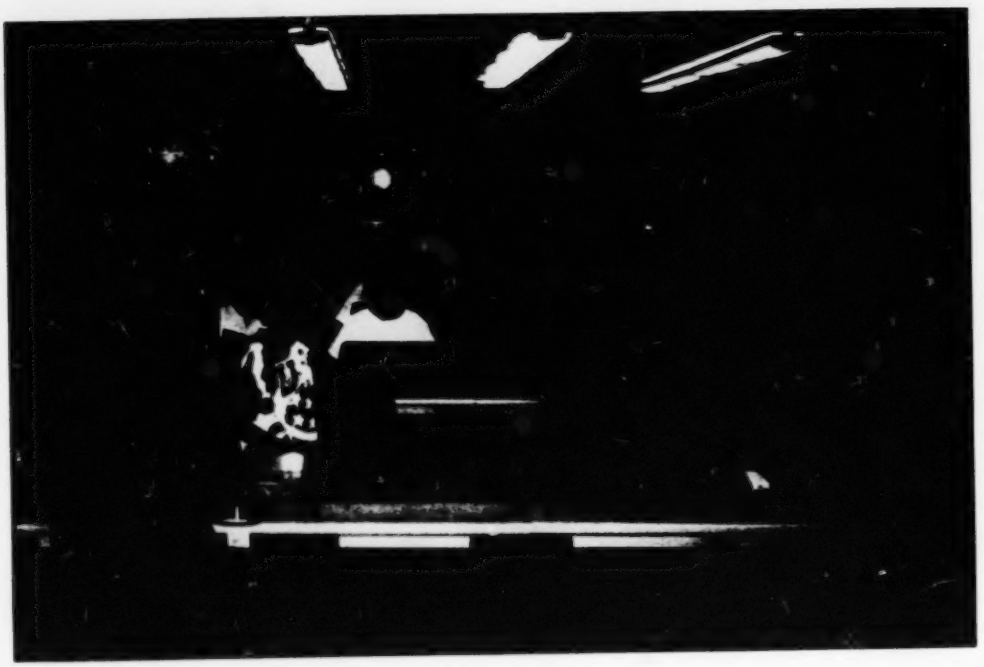
2.

Aneth Community School

Montezuma Creek, Utah

"Eagle 2000 Progress 1996 Program"



Students are being instructed by the Computer Lab Instructor (Mr. Everett Thomas) to set up their windows for language arts instruction utilizing the homeroom teacher's lesson plan schedule. This activity allows the student to listen, to observe the monitor, to follow oral instruction, and to comprehend the focus of the lesson.

The Aneth Community School is a Bureau of Indian Affairs operated elementary school in Montezuma Creek, Utah, located approximately 51 miles west of Cortez, Colorado on the Navajo Indian Reservation.

First established in 1965, the school currently serves 268 Navajo and Ute students in grades K-6, under the supervision of Ms. Rena M. Yazzie, Principal.

The purpose of the "Eagle 2000 Progress 1996 Program" is to provide Aneth students with an intellectually challenging computer laboratory, which offers an interactive and creative environment. Known as the "Tech Lab," this computer laboratory provides students an opportunity to explore, discover and challenge themselves via the use of computer technology. The "Eagle 2000 Progress 1996 Program" addresses the National Educate America 2000 Educational Goals and Indian America 2000 Educational Goals in: (1) Science and Mathematics and (2) Tribal government, Language and Culture.

The four primary objectives of the program include the following:

(1) To establish a computer laboratory designed to provide students with computer-assisted instruction.

(2) To use the computer laboratory to provide students with a program of Bilingual Education using the Navajo language.

(3) To use distance learning technology to participate in an integrated learning network with schools, colleges, universities and the Bureau of Indian Affairs, and

(4) To use a Computerized Tutorial Operating System for practicing strategies in the design and development of Computerized Tutorial Curricula.

The three major components of the "Eagle 2000 Progress 1996 Program" include the following: (1) the Computer Laboratory Component, (2) the Distance Learning Component, and (3) the Partnership Component.

The Computer Laboratory Component uses computer-assisted instruction including, microwave technology in a state-of-the-art, computer equipped, Distance Learning center known as the "Tech Lab." Three activities undertaken in the Tech Lab include:

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Aneth Community School

Students (K-6) have some extra time to explore further and utilize game activities as a reward for work and assignment completion. This type of activity is used as a motivational tool so that students can have an ongoing, self-motivated interest in advancing their knowledge of computer technology.

(1) computer-assisted instruction, (2) A transitional bilingual and dual-language instructional program in the Navajo Language and (3) the FutureKids Curriculum.

The computer-assisted instruction program, or Tech Lab, teaches students technological skills in seven areas, including: operating systems; multimedia; computer basics; word processing; spread sheets; graphic design; and, data bases. The Transitional Bilingual program is a Navajo Cultural Program that helps students develop language skills, while learning the Navajo language, culture, history and literature. And, the FutureKids curriculum provides activities and experiences that are directly linked to classroom instruction; thus, promoting teacher learning and the development of curricula by using technology for enhancing student learning.

The Distance Learning Component utilizes a computer network, satellite, multimedia and other technology for assisting students to develop computer mastery. The College of Eastern Utah, in a partnership with Aneth Community School, offers instruction via Distance Learning education through the Utah Education telecommunication network operated by the University of Utah.

The Partnership Component of the Utah Education Network Partnership, which is based upon Utah State Core Curriculum Standards, is an educational network which includes the University of Utah, the College of Eastern Utah, the Utah Education Network, four high schools, one middle school and several elementary schools in San Juan County, Utah.

The four major benefits to students participating in the "Eagle 2000 Progress 1996 Program" are identified as follows:

(1) Students participating in the program develop computer and other technological skills,

(2) Student have an opportunity to use state-of-the-art Distance Learning technology,

(3) Students are offered bilingual instruction in the Navajo language via a specialized computer-assisted program, and

(4) Students benefit academically from participation in the school "Utah Education Network Partnership, which provides access to the educational resources of the University of Utah, the College of Eastern Utah and the Utah Education Network.

For further information regarding the
"Eagle 2000 Progress 1996 Program,"
write or call:
Mr. Ralph Pomeroy
Four Corners Distance Learning Partnership
College of Eastern Utah
639 West 100 South
Blanding, Utah 84511
(801) 678-2201

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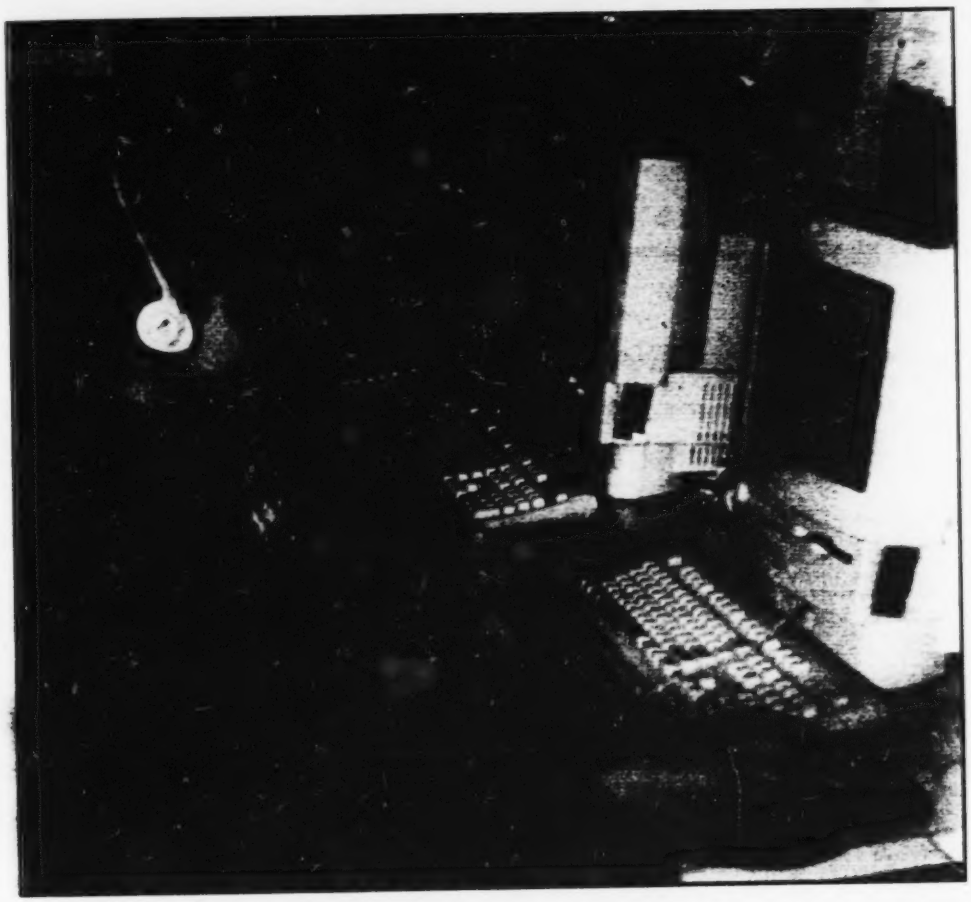
3.
Bug-O-Nay-Ge-Shig School
Cass Lake, Minnesota
A 1996 Blue Ribbon School



Mike Morgan, 8th grade, designing his project.

Bug-O-Nay-Ge-Shig School is located approximately fourteen miles east of Cass Lake, Minnesota on the Leech Lake Indian Reservation. The K-12 school is Bureau-operated, tribally controlled and was established in 1976. It serves 535 Ojibwe students under the supervision of Ms. Patty Cornelius, Superintendent. A tribal school board, comprised of five members, oversees the management of the school. The school was nationally recognized this year for implementing an outstanding academic program.

The purpose of the "Elementary Gifted and Talented Program" is to provide a special program of studies designed to challenge all students attending Bug-O-Nay-Ge-Shig School. The "Elementary Gifted and Talented Program" addresses the National Educate America 2000 educational Goals and Indian America 2000 Educational Goals in the areas of: (1) Science and Mathematics and (2) Tribal government, Language, and Culture.

The four primary educational objectives of the program include the following:

(1) To provide services which help students in achieving their full potential,

(2) To provide transitional activities which offer

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career exploration opportunities in leadership, technology and the arts.

(3) To provide services appropriate for all students with gifts or talents regardless of other educational limitations, and

(4) To provide students with positive role model interaction through utilization of community members who share the students' unique talents and abilities.

This Blue Ribbon school serves 30 students in grades K-6 in the areas of academics, visual arts, intelligence, leadership and critical thinking. Other activities undertaken by the program include the annual Young Artist's Fair, the Young Writer's Fair and Summer Enrichment Workshops for both teachers and students.

Buck Tibbetts, 5th grade, working on a claymation project.

Within the past year, students from the fourth grade academic group have completed a study of continents, which will be made available for other students to use as resource materials on CD-ROM. This project involved computer graphics, writing letters to United Nations representatives from forty-six countries, claymation and animation, the use of the Internet computer network, music and traditional artistic methods. Told from the viewpoint of two tourists wondering where to go on vacation, it instructs students about the people, customs, animals and music native to each of the world's major continents. The students have written the program to be informational, yet age appropriate.

Recently, students within the Art program paired with one of the local public schools to produce a claymation video about "Making Friends." The pairing of learning-disabled students and artistically gifted students, resulted in a video collaboration which strengthened the creativity and artistic abilities of the Art students, while improving the writing and revision abilities of the learning-disabled students. Claymation videos produced at the school this year received awards both statewide and nationally. The video, Amanda the Cat, Marlaina the Mouse, and Buck the Dog, was selected for presentation at the Walker Art Center in Minneapolis, Minnesota. Another film, Travis Sails Leech Lake, was selected to be screened during the Third Annual Cine Estudianti 1996, a film festival which highlights Chicano, Latino, and Native American student films and videos. Attending artists within the field commented that they were highly impressed with the students' abilities, and that they foresaw a bright future for Bug-O-Nay-Ge-Shig students in the Media Arts.

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Each fall, the school sponsors a Young Writer's Fair, which offers the community an opportunity to read stories, poems and letters written by the students. Adults spend the morning reading the student's work, while the student enjoys the rewards that come from creating a work that is solely his or her own. During the fair, elders and authors from the community are invited to read or tell stories to the students. This event is coordinated with the annual Thanksgiving Pow-Wow and Feast, and they invite parents, elders, students and staff to visit and to enjoy the talents of the student body.

The Young Artist's Fair follows the Young Writer's Fair in the spring. Many local artists volunteer their time to share their talents with students. Demonstrations in the pipe stone carving, stained glass work, flute making, ribbon shirt design, computer graphics and sketches are just a few of the arts explored. Students are provided an opportunity to try hands-on activities and listen to the artists describe their unique perspective on each activity. Both the Art's Fair and the Writer's Fair have grown in attendance and popularity. In addition, they provide students with role models who have similar interests and talents.

Summer programs at the school also include work in the Media Arts. Claymation and video workshop participants are now beginning to work with digital imaging and computer animation. Two students, who had participated in the earlier workshops, were recently invited to speak at New Visions and Voices, a youth workshop for teachers and the public. This presentation, hosted by KTCA-TV and the Walker Arts Centers, both located in Minneapolis, discussed where the arts are headed in the future and how youth can have an impact.

During the summer of 1996, the Bug-O-Nay-Ge-Shig School offered "Building Cultural Identity Through Media Art," a workshop for teachers, featuring internationally recognized photographer Ms. Hulleah Tsinhnahjinnie and computer graphics artist Mr. Mark Boswell of the Minneapolis Star and Tribune. Working on a collaborative basis with Bemidji State University and with help from the Minnesota Center for Arts Education, regional teachers had an opportunity to creatively introduce Media Arts into the classroom. The goal was to provide a basic understanding of Native American Arts and the art-making process.

Regionally, the school is working with the Minnesota Chapter for Gifted and Talented to provide opportunities for all students within the school and the community. Over the next few years, there will be regionally standardized individual education plans for each student. Such plans will reduce the difficulty in knowing who will be receiving services throughout the regions, and what such services will include. The Bug-O-Nay-Ge-Shig School is also being used by the Regional Public Schools as a resource center for culturally appropriate assessments and program ideas.

Working with the public schools, the school has offered an increased number of workshops to students throughout the region. In the winter of 1996, students from five regional schools, including the Bug-O-Nay-Ge-Shig School, participated in a Science weekend. Demonstrations on peregrine falcons, tarantulas and winter animal tracks give students a chance to see different forms of animal life and to work throughout the region with other students of similar interests and abilities. This Fall, there will be another workshop on mathematics and science for girls, and next year the program will be expanded to meet the needs of those students who are talented in the Performing Arts. Building upon oral traditions, which are strong within the community, the school will continue to assist students in fulfilling their potential. It is also hoped that, in time, students will produce and write works that reflect their unique Ojibwe heritage.

The four major educational benefits to students participating in the program are identified, as follows:

(1) An educational program which is tailored to each student's individual learning style,

(2) Increased access to technology and emerging technological skills,

(3) The ability to explore all areas within their field of talent or gift, and

(4) Opportunities for students to work with others from within the community and the tribe in the pursuit of educational excellence.

For further information regarding the
"Elementary Gifted and Talented Program,"
write or call:
Ms.Patty Cornelius
Superintendent, or
Carol Bliss
Gifted and Talented Program Coordinator
Bug-O-Nay-Ge-Shig School
Route 3, Box 100
Cass Lake, MN 56633
(218) 665-2282

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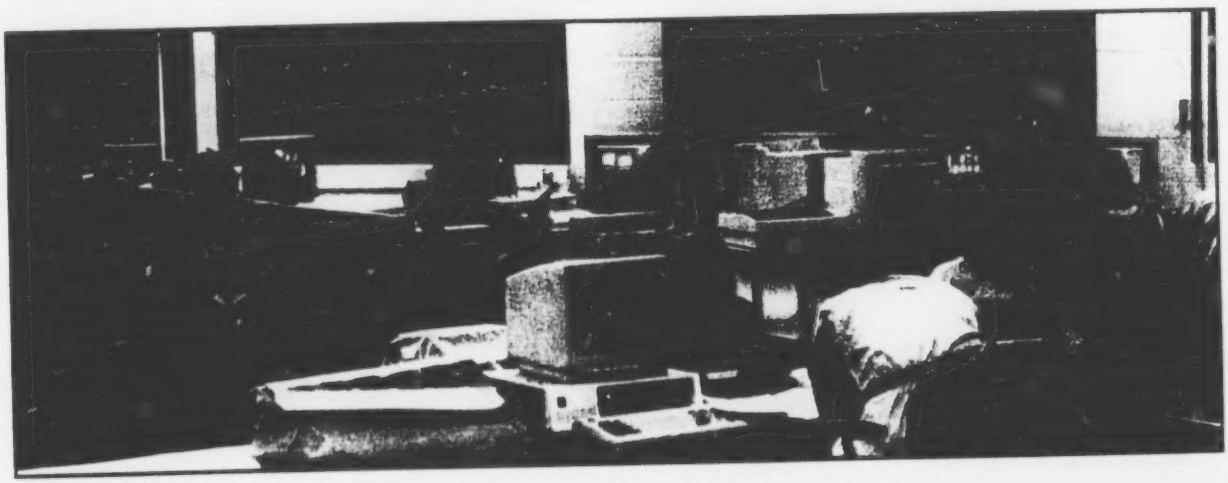
4.
The Challenge Grant Schools
Twelve Sites Nationwide



Indian Island School Library

Recently, the Challenge Grant Program, managed by the U.S. Department of Education, accepted more than 530 applications for funding review. One of the nineteen schools selected initially for funding was the Laguna Department of Education. Laguna's application also provided for services to be extended to seven additional Bureau of Indian Affairs schools. Therefore, eight schools were original participants and included the following: (1) Afachkee Day School, (2) Dilcon Boarding School, (3) Fond du Lac Ojibway School, (4) Hannahville Indian School, (5) Indian Island School, (6) Laguna Middle School, (7) Quileute Tribal School, and (8) Takini School.

The purpose of the Pueblo of Laguna Department of Education's Challenge Grant Program, known as "Four Directions–An Indigenous Model," is the integration of Native American culture with technology for curriculum reform. Through this educational program, students are instructed in those skills and attitudes which will help them compete successfully in a global economy and lead fulfilling lives. The Challenge Grant School Program addresses the National Educate America 2000 Educational Goals and Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Science and Mathematics, and (4) Tribal Government, Language and Culture.

The seven primary educational objectives of the "Four Directions Model" are, as follows:

(1) To provide relevant education and learning environments based upon children's real life experiences.

(2) To integrate technologies throughout the curricula.

(3) To provide on-going professional development integrated into the culture of the school.

(4) To increase the use of technologies to express and exchange culturally relevant concepts via exemplary thematic cycles.

(5) To develop a comprehensive data base of local educational resources.

(6) To increase the rate of student achievement and lower the drop-out rate, and

(7) To disseminate the Four Directions Model.

Challenge Grants for technology were designed to support educators, parents, industry partners and others working to reform and transform schools into information age learning centers. They encourage the development and innovative use of technology and new learning content in specific communities with a focus on integrating technology into the curriculum. The Challenge Grant Program enhanced communities' access to the "Information Superhighway," and brings access to quality education and training. Challenge Grants assist in curriculum development, professional training and the evaluation of educational effectiveness. They include the following activities: (1) Restructuring curricula by building on local cultures

and values. (2) Collaborating through on-site training, on-line tutoring and cooperative teaming. (3) Creating networked "virtual communities" via the Internet. (4) Encouraging lifelong learning by extending technology support to surrounding communities. (5) Maintaining a network data base of teaching, assessment, professional development and student-created resources, and (6) Creating a research-based evaluation model.

The project includes partnerships with the following list of ten prestigious government, corporate, and educational institutions nationwide: (1) The National Museum of the American Indian. (2) The Museum of Northern Arizona. (3) the Intel Corporation. (4) the Microsoft Corporation. (5) the University of Kansas. (6) the University of New Mexico. (7) the University of Texas. (8) Research, Training and Associates. (9) the Heard Museum of Native Culture and Art, and (10) the Museum of Northern Arizona.

Afachkee School Science student using computer for research.

Four new Challenge Grant schools were added in March 1996, bringing the total number to twelve schools participating in this exciting program. The four new schools included the following: (1) Indian Township School, Princeton, Maine, (2) Seba Delkai Boarding School, Winslow, Arizona, (3) Lummi Tribal School System, Bellingham, Washington, and (4) Standing Rock Community School, Winslow, Arizona. The materials developed by the twelve schools participating in the Four Directions Project will be made available to all Bureau of Indian Affairs funded schools via the Internet.

The four major educational benefits to students participating in the Challenge Grant Program include the following:

(1) Obtaining a more relevant education based upon the student's own life experiences.

(2) Access to a comprehensive data base of local educational resources.

(3) Increased academic achievement, and

(4) Reduced drop-out rate.

Eventually the five-year $5,000,000 grant will serve a total of twenty-four schools and directly impact approximately one-hundred and ninety-two schools.

For further information you may write or call:
Mr. Gilbert Sanchez
Superintendent, or,
Ms. Karen Dixon Blazer
Director of Planning & Evaluation
Pueblo of Laguna Department of Education
P. O. Box 207
Laguna, New Mexico 87026
(505) 552-6008

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5.
Cherokee Central High School
Cherokee, North Carolina
"Reviving Cherokee Culture"

Sam Orlandi, Danny Swayney and Devan George learn to play Cherokee stickball.

Frank Fowler practices his skill with the blowgun while Tim Swayney and Brant Grant watch.

Cherokee Central High School is located in the heart of the Great Smokey Mountains in Cherokee, North Carolina, on the Cherokee Indian Reservation. The school was established in 1880 by Colonel Will Thomas and was originally named the Qualla Town Academy. Ten years later, in 1890, a boarding school was added. In 1954 the school became a Quaker Day School, and twenty-one years later, in 1975, the present educational facility was constructed. In 1990, the school became a Bureau-funded, tribally operated grant school which currently serves 418 students in grades 7-12 under the supervision of Mr. Doyce Cannon, Principal. Six tribal board members oversee the management of the school.

The purpose of the "Reviving Cherokee Culture Program" is to integrate Cherokee culture within the academic programs offered at Cherokee Central High School. The "Reviving Cherokee Culture Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educate America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Parental Involvement, and (3) Tribal Government, Language and Culture.

The four primary objectives of the program include the following:

(1) To develop a comprehensive Cherokee cultural curriculum.

(2) To develop a Cherokee language instruction program.

(3) To reintroduce the Cherokee culture and language throughout the Elementary School, and

(4) To reintroduce Cherokee culture and language throughout the High School.

Since 1880, when Colonel Will Thomas founded the Qualla Town Academy, Cherokee education has gone through many changes. Cultural intolerance toward Cherokee culture and language characterized the past school administrations. Qualla Town Academy lasted fifteen years, until a Quaker organization negotiated with the federal government and the Eastern Band of Cherokees to establish four day schools and a boarding school. Though education was needed and welcomed by the Cherokee community, the school administrators ignored the proud Cherokee culture that had flourished for thousands of years. From

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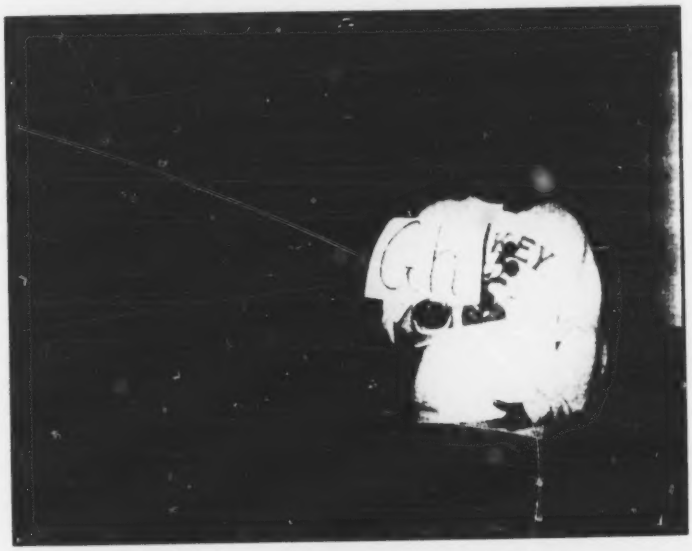
1910 to 1934, the Cherokee language was forbidden to be used in school. This policy of cultural intolerance taught generations of Cherokee students that their culture and language were unimportant nor needed. The latent effects of such policies still plague the youth today, since many grandparents and parents are unable to transmit the Cherokee language and rich cultural heritage to their children.

When they transferred the Cherokee Central School System to the Bureau of Indian Affairs in 1954, some positive steps were undertaken to reintroduce the Cherokee culture into the school system. However, the most significant steps were undertaken in 1990, when Cherokee Central High School became a tribally operated grant school. Since 1990, the school has been striving to reintroduce the Cherokee culture and language into the academic program. In 1990, the School Improvement Committee undertook a Needs Assessment.. In assessing the educational needs of the Cherokee Community, the primary need identified was that Cherokee language and culture should be reintroduced within the entire Cherokee school system. At the time, they were teaching only one Cherokee language and history class as a required course for high school graduation. Based upon the Needs Assessment, steps were undertaken to remedy this situation. In 1991, with the approval of the local high school board a Summer Work Session was undertaken to develop a sequential Cherokee language curriculum. The first year, a cultural curriculum for grades K-8 and 10th grade was developed. During the past five years, Cherokee Language teachers have refined the language and culture for reintroduction into the school.

In 1993, the Cherokee Schools system participated in a five-year strategic planning exercise which resulted in the development of a new Mission Statement. The Cherokee Central High School Mission Statement now states, in part: "We believe in the importance of the cultural heritage of the Eastern Band of Cherokee Indians." They also developed a set of guidelines to ensure a strong commitment to incorporating the Cherokee culture into the school curriculum. Because of these guidelines, all staff members now must enroll in eight hours of instruction in the Cherokee culture taught by Cherokee Language teachers, prior to the beginning of each school year. They now have integrated the Cherokee language and culture into all ares of the Cherokee High School curriculum. The dedication of the tribal school board, administrators, staff, community and Cherokee students will ensure that the proud culture and traditions that define the Eastern Band of Cherokees as a unique race of people will continue to endure.



Mariah Mahan reviews the Cherokee syllabary with her classmates.

The four primary benefits of the program to the Cherokee students are, as follows:

(1) A revival and preservation of the Cherokee language and culture through the youth.

(2) The development of stronger ties between students, parents and elders.

(3) An increase in the presence of Cherokee culture and history throughout the school, and

(4) An increased pride in being Cherokee among the students, the tribe and community.

For further information regarding the "Cherokee Culture Program," write or call:
Mr. Doyce Cannon
Principal
Cherokee Central High School
P. O. Box 134
Cherokee, North Carolina 28719
(704) 497-5511

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6.
Chief Leschi Schools
Puyallup, Washington
"School to Career Partnership Program"

Chief Leschi Young Men's group visits the Quileute Reservation on a recent outing.

Chief Leschi School is located in the city of Tacoma, Washington. Originally established as the Puyallup Tribal School in 1976, the Puyallup Tribe incorporated the school in January 1994 as the Chief Leschi Schools. the school serves 800 students in pre-K-12, under the supervision of Ms. Linda Rudolph, Superintendent.

The purpose of the "School to Career Partnership Program" is to provide all students' applied experiences that are relevant to early career choices, through strong connections between school and work-based learning. The "School to Career Partnership Program" addresses the National Educate America 2000 Educational Goals and Indian America 2000 Education Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Safe, Disciplined and Drug-Free Schools, and (4) Tribal Government, Language and Culture. .

The three major objectives of the program include the following:

(1) To build strong linkages among families, school, law enforcement, family and youth support agencies,

(2) To challenge and engage youth by providing them opportunities to participate in meaningful, valued activities and roles that involve problem-solving, decision-making, planning, goal-setting and helping others, and

(3) To develop a cultural climate that encourages youth to value and achieve independence, conscientiousness, self-reliance, participation in positive activities, problem-solving capacities and a commitment to the community.

Formed as the "Puyallups Against Violence" (PAV) partnership in 1993, the program was initially a broad-based partnership of individuals, businesses and agencies. The original program is now supported by a five-year grant awarded by the U.S. Department of Labor School-to-Work Opportunities Office to implement a School-to-Work Program. Via this program, youth are encouraged to select a career path which will provide a transition to a job in their chosen career area or to post-secondary training. The School to Career Partnership Program extends the reach of the regular K-12 school program directly into the community, particularly for the highest risk youth and families.

Culturally sensitive applied learning programs and services are offered through the School to career Partnership Program. The program offers positive alternatives for youth to build connections to the community. These include: service learning, recreational and cultural activities, mentorships, job shadows, work experience and applied academic learning. In addition, the program offers three direct outreach programs,

Chief Leschi youth drum group at a recent PAV Pow-Wow

including: (1) Teen Parenting, (2) Career Development, and (3) the Mentoring programs. Fifty youth have successfully participated in these three programs during the 1995-96 school year. Teens and young adults learn skills, make decisions, establish resources and learn new habits that encourage their development as productive members of their families, tribe and community. Some students have said that a better name for this program would be "School-to-Life!"

The Teen Parenting program provides an alternative for young parents who wish to remain in school but who need a flexible community-based program with strong social service connections.

The Career Development program is a dropout, re-entry and prevention program, which leads to a General Education Diploma (GED) and pre-employment assistance for high risk youth.

A culturally based Mentoring program provides connections for high risk middle school students to bond with role models, who help youth to develop decision-making and life-planning skills. School and work-based mentoring was established to provide all students an opportunity to participate in career-related mentorships.

The PAV Community program provides high-interest, culturally relevant evening and weekend activities for youth and families. Involvement in these creative programs reduce youth violence through increased bonding and attachment to their tribe and community. Student engagements in these positive activities, including sports, other recreational activities, Native language and cultural activities, serve as positive alternatives to involvement in substance abuse or gang activities.

The educational benefits of the School to Career Partnership Program and the PAV programs include the following:

(1) Increased attendance and school achievement,

(2) Enhanced cultural identity,

(3) Improved career skills and success in work-based learning and employment, and

(4) Reduced engagement in high-risk behavior.

For further information regarding the "School to Career Partnership Program," write or call:
Mr. Norm Dorpat
Director of Development
Chief Leschi Schools
5625 52nd Street
East Puyallup, Washington 98374
(206) 840-3892

7.
Choctaw Tribal Schools
Philadelphia, Mississippi
"Choctaw Technology Education Program""

Teachers and students use Electronic mail to collaborate with Mississippi State University students who are participating in the "Dream Gate" component of the project.

Choctaw Tribal Schools are located 69 miles north of Jackson, Mississippi, near Philadelphia, Mississippi, on the Choctaw Indian Reservation. The Bureau of Indian Affairs established and operated the first Choctaw School in the early 1920s. In 1989 the Choctaw Tribal School system was established when the Mississippi Band of Choctaw Indians contracted with the Bureau of Indian Affairs for the operation of all Mississippi Choctaw schools. The tribally operated school system comprises eight schools, including: (1) Choctaw Central High School, (2) Choctaw Central Middle School, (3) Pearl River Elementary School, (4) Red Water Elementary School, (5) Standing Pine Elementary School, (6) Tucker Elementary School, (7) Boque Chitto Elementary School, and (8) Conehatta Elementary School. These schools serve 1,458 Choctaw students in grades K-12, under the supervision of Ms. Pam Dalme, Choctaw Director of Schools.

The purpose of the "Choctaw Technology Education Program" (CTEP) is to establish a computer-based, electronic network to support the professional development of teachers in the Choctaw Tribal School System. CTEP is a three-year project funded by the U.S. Department of Education, through the Secretary's Fund for Innovation in Education and Technology. It is one of sixteen Teacher Networking Grants funded nationally. The "Choctaw Technology Education Program" addresses the National Educate America 2000 Education Goals and Indian America 2000 Education Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Professional Development, (4) Science and Mathematics, and (5) Parental Involvement.

Four performance objectives of the program are:

(1) To provide teachers with regular, on-site assistance in learning to use an interactive, computer-based network to promote their professional development.

(2) To increase the teacher's successful utilization of emerging instructional technologies in all K-12 classrooms to make learning participatory and hands-on.

(3) To increase the effectiveness of math, science, English, reading, history, civics, geography and art instruction in all K-12 classrooms, and

(4) To enable all teachers within the tribal school system to make their classroom instruction more meaningful and relevant to Choctaw Indian students.

During the first funding period, the CTEP provided full Internet access to 22 instructional staffs via Mississippi State University and limited Internet access

Choctaw Tribal Schools

Choctaw Central High School students enrolled in Computer Research use the Internet to access electronic information archives.

to three instructional staffs through the Education Native America Network (ENAN). All eighth-grade students at Choctaw Central Middle School also received access to the ENAN Bulleting Board System. Furthermore, the Instructional Technologies Coordinator obtained six accounts through the NASA Spacelink, which permits toll-free access for schools outside the calling circle area for Mississippi State. CTEP will train an additional fifteen instructional staffs during each of the project's remaining two years. This will provide each school with a team of trained teachers and teaching assistants to continue working with other staff members after the project's completion.

The CTEP provides each participating classroom with a laptop computer equipped with a high-speed modem, a printer, and a telephone line. Each participant has an Internet account. During the grant period, the CTEP will provide each school with a multimedia computer system, scanner and laserdisc player. The training will permit teachers and students to begin the development of multimedia projects and presentations. The project has provided a 56-KB connection linking the high school LAN with the computing center at Mississippi State University (MSU). This line provides a direct Internet connection at the high school and dial-up connections on a local telephone number which permit participating staff members to work on-line from their homes.

Teachers have received computer and Internet training on-site and at the Instructional Resources Center, MSU, during the first grant year.

The educational benefits of the project, based upon the first year of operation, include the following:

(1) Participants are permitted to learn at their own pace and follow their individual interests,

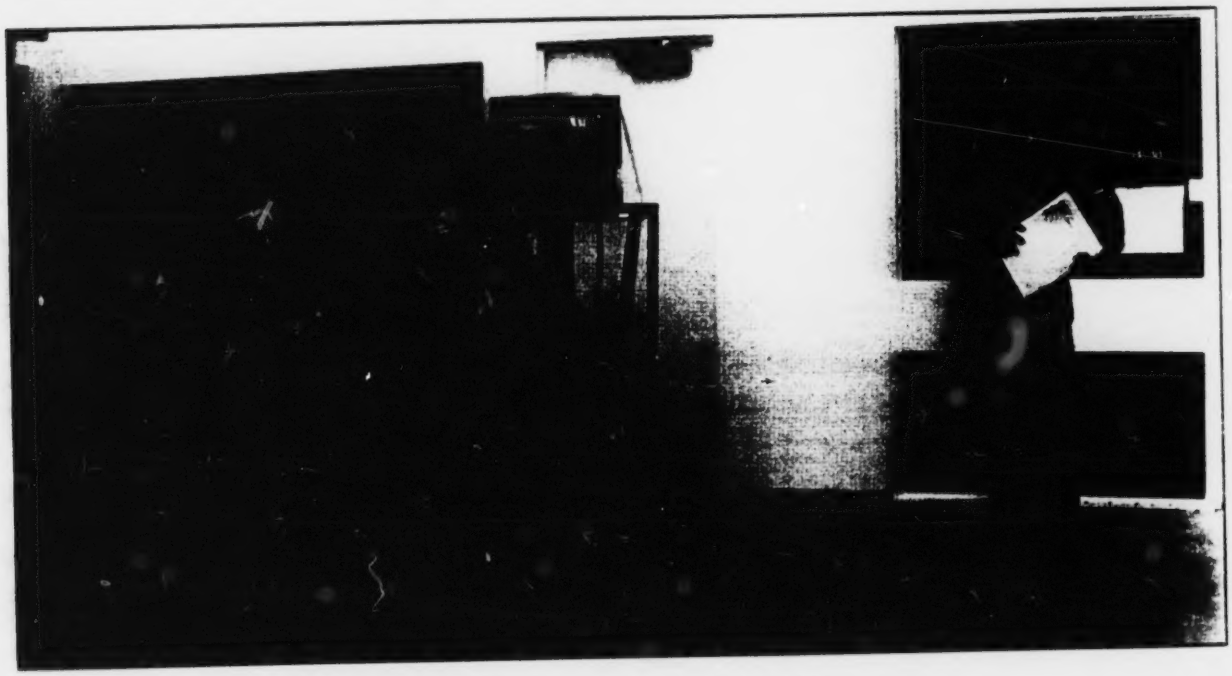
(2) The creation of teacher and teacher assistant teams,

(3) The establishment of a collaborative component with MSU pre-service teachers, and

(4) The creation of a climate of student intellectual exploration with the Choctaw Tribal Schools.

For further information regarding the "Choctaw Technology Education Program," write or call:
Mr. Rick Smith
Instructional Technologies Coordinator
Choctaw Tribal Schools
P. O. Box 6008
Philadelphia, MS 39350
(601) 656-0793

8.
Dzilth-Na-O-Dith-Hle Community School
Bloomfield, New Mexico
"Four-Day Student Week Program"



Staff and parents working together towards School Improvement.

The Dzilth-Na-O-Dith-Hle Community School is located twenty-six (26) miles south of Bloomfield, New Mexico on the Navajo Indian Reservation. The Bureau of Indian Affairs established the school in 1967. Today, Dzilth-Na-O-Dith-Hle Community School is a Bureau of Indian Affairs operated K-8 elementary school and dormitory serving the needs of 360 students under the supervision of Mr. D. Dwaine Robinson, Principal. A 15-member school board oversees the management of the school district.

The purpose of the "Four-Day Student Week Program" is to provide additional time resources so that the school can focus on their "Goals 2000 Initiative," to reform and improve the academic effectiveness of the school. The "Four-Day Student Week Program" addresses the National Educate America 2000 Educational Goals and Indian America 2000 Educational Goals in the areas of: (1) Parental Involvement and (2) Tribal Government, Language and Culture.

The primary educational objectives of the program include the following:

(1) To improve communication, involvement and awareness of students, parents and the community,

(2) To improve teaching and learning in the classroom and in the community,

(3) To reach out to parents and build a bridge that will permit them to support their children's education, and

(4) To add music, art, cultural resources and other educational areas via a longer school day.

Dzilth-Na-O-Dith-Hle Community School is a member of the Bureau of Indian Affairs Effective Schools Program. The school has

Staff, school board and parents working together for the success of each child.

been working to improve the school so that the students may become better suited for the fast-paced, technologically expanding world.

After forming a School Improvement Team, consisting of the entire staff, parents and community members in the spring of 1995, they formulated a Consolidated School Reform Plan. In late summer, five members of the School Improvement Team, the Assistant Principal and Principal traveled to Chicago, Illinois, to attend the Summer Principal and Teachers Academy. During the week-long academy, many new ideas and approaches to education were discussed. One school attending the academy had instituted a four-day week, which they felt had changed in a positive way, the utilization of time resources in their school setting. The School Improvement Team held several meetings in Chicago to discuss how a four-day student week might contribute to the educational reform efforts of Dzilth-Na-O-Dith-Hle School.

Upon returning to the school, which had been recently accepted in candidacy status for accreditation by the Navajo North Central Association, they analyzed the proposed four-day student week. The analysis assured planners that the students would receive the prescribed amount of instructional time required by the State of New Mexico. However, the analysis raised several questions and many other details. One such question was the issue of how to utilize the extra day properly each week. The planners recommended that the extra time might be spent focusing upon an intensive review of the total school program. Next, they developed and submitted a proposed transition plan to the school board for review and consideration. The school board adopted a resolution in support of the transition plan outlining a "Four-Day Student Week Program" at Dzilth-Na-O-Dith-Hle Community School. The school board submitted the transition plan to the Eastern Navajo Agency, Superintendent for Education, who subsequently approved it for implementation during the 1995-96 academic year.

Teachers began their work by reorganizing

their daily schedules to meet the students' needs. The primary grades began an afternoon academic program that permitted students to enter other classrooms, where they participated in science, art, music and other activities. The junior high teachers divided their day into longer periods of time. The last hour session was set aside for students to learn carving from a local wood carver, to work on making jewelry with an aide who was skilled as a silversmith, to practice puppetry, to write and perform programs for younger students, or to learn the fundamentals of drawing from a talented art teacher/artist. This daily schedule made available to students programs of study for which there had been no time in the regular academic program. They utilized the first Friday to work on improving the relationship between the school, the parents and the community. A "Parents' Day" was held for which the school staff donated a roasted mutton dinner. This meeting was conducted entirely in Navajo. The day was spent informing parents and other community members about the school's plan for addressing the "Goals 2000 Initiative."

With the advent of increased parental involvement, parents and staff were assigned to groups with responsibility for four areas of academic concern: (1) School and Community, (2) Opportunity to Learn, (3) Curriculum, and (4) Shared Governance. These groups now meet each Friday to plan different ways to improve the academic program. In addition, they attend monthly Navajo Chapter House meetings to better inform the community of the programmatic changes undertaken at the school and for inviting community members to attend upcoming school events.

In addition, the School and Community committee created a Parent Center at the school. It is available three nights a week until 8:00 p.m. The Parent Center contains books, computers, a television set and a craft area. "Make it and take it" nights were created to encourage parents and community members to spend time getting to know the staff individually as "people," rather than collectively as "The School."

A Native American Day was held in the Spring at which time they invited a companion school to feature their Indian Club. The Indian Club performed traditional dances for the students, parents, community members and staff.

As part of the school reform effort, a new monthly Parent Newsletter and a monthly Parent Calendar for sharing school news, new educational developments and upcoming events with parents and the community has been established. Through these and other efforts, the school has improved the dialogue between parents and the community.

The educational benefits to students participating in the program are identified as follows:

(1) A reduction in the number of serious incident reports pertaining to negative student behavior.

(2) Increased student attendance by as much as five points a month.

(3) An increase in participation in the school by parents and other members of the community, and

(4) An opportunity to utilize additional time resources needed to address the "Goals 2000 Initiative," and to continue work toward reforming and improving the academic program offered by the school.

There were no additional costs required to start the "Four-Day Student Week Program." In fact, there has been a cost savings in the areas of food and transportation.

For more information regarding the "Four-Day Student Week Program," write or call:

Ms. Cynthia Ann Ryan
Counselor
Dzilth-Na-O-Dith-Hle Community School
P. O. Box 5003
35 Rd. 7585
Bloomfield, NM 87413
(505) 632-1697

9.
The FACE (Family and Child Education) Schools
Twenty-two School Sites Nationwide

The Office of Indian Education Programs developed an Early Childhood-Parental Involvement Pilot Program in 1990. The program was based on three distinct proven models, namely: (1) The Kentucky Parents As Teachers (PAT); (2) Parent and Child Education (PACE); and, (3) the High/Scope Curriculum. Through this combination they created a new program in family literacy which is flexible and adaptable to the needs of the family participants. Each program is unique, since it reflects the cultural traditions and values of the respective community. They implemented six pilot projects at six sites: Fond du Lac Ojibwe School, Cloquet, Minnesota; To-Hajiilee-He School, Laguna, New Mexico; Na'Neelzhiin Ji 'Olta School, Cuba, New Mexico; Takini School, Howes, South Dakota; Chief Leschi School, Tacoma, Washington; and, Conehatta Elementary School, Conehatta, Mississippi.

In 1992, they renamed the Early Childhood-Parental Involvement Program. It became the "Family and Child Education (FACE) Program." Five new sites were added in 1992, another ten sites in 1993 and two additional sites in 1994.

Foster Grandparent working with young child at Na'Neelshiin Ji 'Olta School, Cuba, New Mexico.

The FACE Program is implemented in the following Bureau-funded schools: (1) Alamo Navajo School, Magdalena, New Mexico, (2) Blackwater Community School, Coolidge, Arizona, (3) Chi Chil Tah/Jones Ranch, Vanderwagon, New Mexico, (4) Chief Leschi School System, Tacoma, Washington, (5) Chinle Boarding School, Many Farms, Arizona, (6) Chuska/Tohatchi Consolidated School, Tohatchi, New Mexico, (7) Conehatta Elementary School, Conehatta, Mississippi, (8) Fond du Lac Ojibwe School, Cloquet, Minnesota, (9) Hannahville Indian School, Wilson, Michigan, (10) Kickapoo Nation School, Powhatten, Kansas, (11) Lac Courte Oreilles Ojibwa School, Hayward, Wisconsin, (12) Little Singer Community School, Winslow, Arizona, (13) Na'Neelzhiin Ji 'Olta

School, Cuba, New Mexico, (14) Pine Hill Schools, Pine Hill, New Mexico, (15) Rough Rock Community School, Chinle, Arizona, (16) Shiprock Alternative High School, Shiprock, New Mexico, (17) Takini School, Howes, South Dakota, (18) T'iis Nazbas Community School, Teecnospos, Arizona, (19) T'iists'oozi'Bi'o'lta, Crownpoint, New Mexico, (20) Toadlena Boarding School, Newcomb, New Mexico, (21) To'Hajiilee-He, Canoncito, New Mexico, and (22) Wingate Elementary School, Ft. Wingate, New Mexico.

Receiving a GED Diploma at Na'Neelzhiin Ji 'Olta School, Cuba, New Mexico.

The FACE Program currently serves approximately 2,625 Native American parents and children throughout the United States. During the five years of FACE implementation, an estimated 5,300 individuals, including children and adults, participated. Approximately 200 adults received their GEDs. Though data has been collected only during the last three program years, from 1993 to 1995, more than 400 adults gained employment during their FACE participation.

The purpose of the FACE Program is to address the literacy needs of the family by serving American Indian children, ages 0-8, and their parents or other primary care providers. The FACE Program also addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) School Readiness, (2) High School Completion, (3) Student Achievement and Citizenship, (4) Adult Literacy and Lifelong Learning, (5) Safe, Disciplined, and Drug Free Schools, and (6) Tribal Government, Language and Culture.

The four primary educational objectives of the FACE Program are identified as follows:

(1) To prepare students for school readiness,

(2) To encourage parents to complete their GEDs, or a high school diploma,

(3) To promote adult literacy and lifelong learning, and

(4) To support and strengthen tribal governments, language, and culture.

The FACE Program was designed to implement a family literacy program in two settings: Home-based and Center-based.

In the Home-based setting, services are provided in five components: Home visits; Parent meetings; Screening; Referrals; and Adult Education.

The Home-based setting is located in a participant's home. A parent educator comes to the home on a weekly or bimonthly basis to visit with a parent of a 0-3-year-old child. The parent educator provides support to the families through home visits, parent meetings, periodic screening of overall development, and linkage to school and community services. Parents increase their understanding of each phase of development before or as it occurs, helping them to appreciate and respond to their children's evolving needs and to enhance their interaction with their children. Parent educators help parents to recognize and create learning experiences that match their child's emerging interests and help to develop the ability to think and reason. They offer information on setting realistic limits and on developing a loving, trusting relationship that fosters positive self-image and respect for others. The Center-based Adult educator may also provide adult education services to the Home-based parent. Health, nutrition and child development are among the lists of topics discussed at home visits.

In the Center-based setting, services are provided in four components: Adult education, Early Childhood education, Parent and child interactive time, and Parent time.

The Center-based setting comprises two classrooms. One classroom is equipped to serve as an Early Childhood room for up to twenty children, ages 3-5. A teacher and aide, who are knowledgeable and sensitive to the culture of the community conduct the Early Childhood program, engage the children in active learning based upon the developmental level of the individual child. The second room serves as the Adult education classroom for up to fifteen adults. First, the adult education teacher assesses the educational needs of each adult; then, an individualized plan for the adult based on the needs assessment and individual goals is developed. The Adult education teacher provides lessons based on the individual plans. This room is used also for enhancing parenting skills. Parents are required to participate in Parent time. All areas of parenting are discussed, from how to handle temper tantrums and sibling rivalry to preparing a child for the transition to elementary school. During parent and child interaction time, or PACT time, the parents participate in learning activities with their child and practice what they have learned in Parent time.

In all 22 FACE schools the High/Scope curriculum has been expanded to grades K-3. Teachers in grades K-3 have been provided training in the K-3 High/Scope model and implement it in their classrooms. This has allowed students to continue their education in a continuous process utilizing a developmentally appropriate curriculum, active learning with adult and child directed activities. The High/Scope curriculum insures that the school and teachers are ready for the students.

The four major educational benefits to children and parents participating in the FACE Program include the following:

(1) Children are better prepared for the formal education process,

(2) Parents are more involved in their child's education,

(3) The educational level of the adults is expanded, and

(4) Literacy and learning become a part of family activities.

For further information regarding the "FACE Program," or to acquire a copy of the *FACE to FACE Newsletter*, write or call:
Ms. Lana Shaughnessy
FACE Coordinator/OIEP Education Specialist
Office of Indian Education Program
Washington, D.C. 20240
(202) 219-1127

10.
Kaibeto Boarding School
Kaibeto, Arizona
"Kaibeto Boarding School Learning Center Program"

Kaibeto Boarding School is located thirty-six (36) miles southeast of Page, Arizona on the Navajo Indian Reservation. Kaibeto School was first established in 1930, and in 1940 a dormitory was added. A new school was opened in 1954, and in 1976 the upper and lower schools were consolidated into the present educational complex. Kaibeto Boarding School is an elementary school operated by the Bureau of Indian Affairs which serves 420 Navajo students in grades K-8 under the supervision of Mr. Patrick Suriano, Principal.

Mr. Bob Tsinigine, Counselor (Heart Lane)
Pre-First/First Grade Students

The purpose of the "Kaibeto Boarding School Learning Center Program" is to assist and support regular classroom instruction. The "Kaibeto Boarding School Learning Center Program" addresses the National Educate America 2000 Educational Goals and Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship, (2) Adult Literacy and Lifelong Learning, (3) Parental Involvement, and (4) Tribal Government, Language and Culture.

The four primary objectives of the program include the following:

(1) To design learning centers for assisting and supporting regular classroom instruction,

(2) To equip learning centers with state-of-the-art computer systems to enhance the learning opportunities of students,

(3) To provide students with an opportunity to experience another learning environment and facilitator, in addition to the regular classroom teacher, and thereby enhance student communication skills, and

(4) To expand the instructional environment thereby increasing opportunities for students to practice their research, writing and communication skills in a cooperative learning setting.

The research, upon which they base the integrated learning center program, are multiple intelligences, as described in Ranzulli's Project Model and Dewey's Centers and Projects Model. They utilize thematic instruction, resulting in an integrated, multi-age, grade and categorical curriculum. A set of eight integrated learning centers have been established to supplement classroom learning, including the following: (1) the Cyber-Space Learning Center, (2) the Turnpike Learning Center, (3) the Information Highway Learning Center, (4) the Do'n'View Learning Center, (5) the Heart Lane Learning Center, (6) the Detour and Road Crew Learning Center, (7) the Testing Center, and (8) the Parent and Culture Learning Center. the last learning center focuses upon parental learning needs.

The "Kaibeto Boarding School Learning Center Program" may be described further, as follows: (1) the Cyber-Space Learning Center provides a computer-based curriculum focusing

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Ms. Lois Lane, Substance Abuse Coordinator (Heart Lane) with 7th grade students on ROPES course.

on reading, writing and mathematics, (2) The Turnpike Learning Center concentrates on improving reading, writing and mathematics through a Reader's Theater, Books on Tape, and others, (3) the Information Highway Learning Center provides students with an opportunity to conduct computer-based research based upon a classroom projected related to science or social studies, (4) the Do'n'View Learning Center utilizes adaptive technology, such as closed-captioned television, (5) the Heart Lane Learning Center relates to interpersonal skills and includes students classroom presentations, both individual and small group counseling sessions, as well as substance abuse prevention presentations, (6) the Detour and Road Crew Learning Center is the supervised discipline management component of the program, (7) the Testing Center performs student evaluations, and (8) the Parent and Culture Learning Center is a vital part of efforts to become a true community school by offering learning opportunities directly to parents and other community members.

Three educational benefits to students participating in the program are, as follows:

(1) Students have demonstrated a remarkable growth in responsibility by participation in the learning centers,

(2) Students have shown an increase in an interest to learn at their own pace, and

(3) Parental involvement has increased.

For further information regarding the "Kaibeto Boarding School Learning Center Program," write or call:
Mr. Patrick Suriano
Principal
Kaibeto Boarding School
Kaibeto, Arizona 86053
(520) 673-3480

11.
Menominee Tribal School
Neopit, Wisconsin
"Menominee School-wide Program"

Menominee Tribal School is located approximately 50 miles northwest of Green Bay, Wisconsin on the Menominee Indian Reservation. Established in 1990, the Menominee Tribal School is a Bureau-funded and tribally operated grant school which serves 232 students in grades K-8, under the supervision of Mr. Alan Caldwell, Principal. The Menominee Tribal School is one of five programs authorized by the Menominee Indian Tribal Education Department. The school board consists of five members who oversee the management of the school.

The After School Tutoring Program with an elder, teacher and student.

The purpose of the "Menominee School-wide Program," is to provide four supplemental educational initiatives to the regular Menominee Tribal School program, including: (1) the development of a school-wide curriculum development plan, (2) the provision of an after-school tutorial program, (3) the addition of a parent-liaison staff position for the purpose of increasing parental involvement in the school, and (3) the utilization of the Reading Is Fun (RIF) program. The "Menominee School-wide Program" addresses the National Educate America 2000 Educational Goals and Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship, (2) Science and Mathematics, and (3) Parental Involvement.

The four educational objectives of the "Menominee School-wide Program" include the following:

(1) To achieve learner outcomes at 90% or better,

(2) To develop standards for each grade level by the end of the 1997 school year,

(3) To improve attendance by one-fourth percent per year, and

(4) To decrease the incidence of drug abuse by two percent per year.

The Menominee Tribal School offers academic programs in mathematics, social studies, science, language arts, physical education and health. Additional classes include alcohol and drug abuse prevention, environmental education, gifted and talented education, and Special Education. The school networks with most community and tribal programs, including Maehnowesekiyah, Menominee Tribal Police, Menominee County Department of Human Services, Menominee Tribal Housing Authority Drug Elimination Program, Menominee Tribal Clinic, Menominee Tribal Forestry Department, the College of Menominee Nation and Menominee Tribal Enterprises to bring educational programs and services to the students.

The school-wide program effort began with the development of a curriculum plan in 1994, utilizing national and state standards and curriculum models. In 1995, they modified this plan to meet the regulations of the Improving America's Schools Act and Goals 2000. The curriculum was designed to include learner outcomes with a scope and sequence for the core academic subjects. With additional funding provided by the Menominee Tribal Legislature, the staffs were extended contracts during the summer to continue their work on curriculum development.

One of the most significant initiatives undertaken by the school-wide program was the creation of a parent liaison staff position. The basic func-

tion of the parent liaison is to serve as a communications link between the school and the home. The parent liaison works closely with the staff and administration to ensure better communications and to act as an advocate for the parents and their students.

Through the efforts of the school-wide program, the school has analyzed the results of its annual standardized testing program. The analysis found that students were not taking the testing seriously and, therefore, not exerting their best efforts. To rectify this problem in the testing program an effort was undertaken to stress the importance of the tests, especially with the older students. They provided both parents and students with information regarding the importance of testing. They held several informational workshops with parents and students in attendance stressing the importance of testing. Once they better understood the significance of testing, from 1994 to 1995 the student test scores increased 11 NCEs.

A highlight of the annual school activities conducted in the Fall and Spring is "Reading Is Fun" (RIF). During 1994-95 a Cherokee author and storyteller made a presentation to the students as part of "RIF Week." In addition, each Spring one day of "RIF Week" is reserved as "Community Readers Day." Leaders of the tribal government, county government, grandparents, social workers, police officers, judges, business owners, mill workers, clergy, educators, and others attend school with a storybook to read to the students. They also ask that they share with the students their backgrounds, professions, and some of their life experiences. These individuals are positive role models from the community, and community members' attendance to this event is high. At the end of "RIF Week" they award books to students to take home to signify their participation in the RIF Program. The Chapter One staff solicits funds from local businesses to acquire these books that are given to the students.

The school-wide program also implements an after-school tutorial program. The program is available to students for one hour immediately following school Monday through Thursday. Students have the option to use the services voluntarily, or a teacher or parent may request such assistance as needed. The average participation rate is five percent of the student body.

Fifth grade girls hard at math.

The educational benefits to students participating in the program are identified as follows:

(1) Use of an improved real world sequential curriculum,

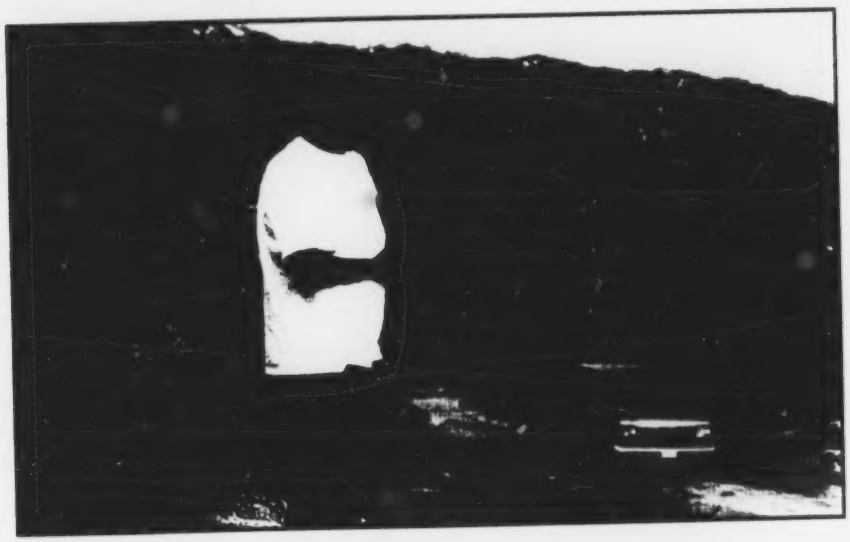
(2) Improved school-parent communication and participation,

(3) An improvement in student testing scores, and

(4) Participation in the "Reading Is Fun" Week.

For further information regarding the "Menominee School-wide Program," write or call:
Mr. Alan Caldwell
Principal
Menominee Tribal School
MITW Tribal Education Department
P. O. Box 39 - Hwy 47N
Neopit, Wisconsin 54150
(715) 799-3384

12.
Pyramid Lake High School
Nixon, Nevada
"Pyramid Lake Cultural Photography Program"



Rita Imus, Paiute, and Gerad Kelly, Navajo, on a Photo Shoot at the Pyramid Lake Paiute Reservation. Assignment: Landscape Photography

Pyramid Lake High School is located approximately 54 miles northeast of Reno, Nevada on the Paiute Indian Reservation. The first school was established in 1979 via the persistent efforts of the Pyramid Lake Paiute Tribal Council. A Bureau-funded and tribally operated grant school, Pyramid Lake High School serves 22 Paiute students and other students from the Reno-Sparks Indian Colony, under the supervision of Ms. Maxine Wyatt, Principal. A seven-member school board oversees the management of the school.

The purpose of the "Pyramid Lake Cultural Photography Program" is to introduce the art of photography to students by photographing events of historical relevance to Native American culture. The "Pyramid Lake Cultural Photography Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of (1) Student Achievement and Citizenship and (2) Tribal Government, Language and Culture.

The four major objectives of the program include the following:

(1) To develop individual student expression utilizing photography,

(2) To develop and refine social skills,

(3) To increase student self-esteem, and

(4) To further develop the students' appreciation of their cultural heritage.

The "Pyramid Lake High School Cultural Photography Program" provides six students with an awareness of the important role that photography has played in documenting tribal societies. During the fourteen-week course, students are taught the evolution of the camera from inception to current technological advances. A review of the lives and times of several historical contributors to the art of photography are discussed, including the early photographic works of Mr. Alexander Gardner, Mr. Joseph Kossuh Dixon, Mr. John K. Hillers, Mr. John Collier and Mr. Edward S. Curtis. The last three photographers have special historical significance to Native Americans residing in the Great Basin region, including Pyramid Lake. They also feature the works of contemporary Native American photographers, including: Mr. John Running, Mr. Howard Rainer, and other local Native photographers.

In addition, students utilize supplemental classroom resources, including: (1) the *National Geographic*'s The Photographs, (2) Mr. Art Davidson's Endangered Peoples, (3) *Aperture*'s

Colleen Smith, Pyramid Lake Paiute learns how to use artificial light

Strong Hearts: Native American Visions and Voice, and (4) KTCA, St. Paul Minnesota, The Dakota Conflict.

During the program, students are taught the fundamentals of photography, including the use of the camera, lighting techniques, film processing, special effects, landscape and portrait photography, and darkroom procedures. Often, amateur and professional photographers are featured as guest speakers. For instance, field trips are scheduled throughout the program which includes trips to art galleries in Reno and Sparks, Nevada, to tribal centers, to museums, and to prehistoric and historic sites that encompass the Pyramid Lake Paiute Reservation.

Classroom assignments include hands-on photography by students, who submit their photographs to the *Reno-Gazette Journal*, the Tribal Newspapers, newsletters and for inclusion in the school's yearbook.

The list of weekly topics studied during the fourteen-week course include: (1) Introduction to the history of photography, (2) Getting to know the camera, (3) Use of lighting and filters, (4) Introduction to the darkroom, (5) Landscape photography, (6) an Amateur photographer as a guest speaker, (7) a Professional newspaper sports photographer as a guest speaker, (8) Field trips to the University of Nevada, Reno Campus and Nevada Historical Society of Reno, (9) a Special event field trip to Reno, (10) a Field trip to a professional photography studio in Fallon, Nevada, (11) a Portrait photo session of subjects in full Native dance regalia, (12) Student-choice freelance photography,(13) Yearbook layout, an, (14) Freelance photography.

The four major educational benefits to students participating in the program are identified, as follows:

(1) The development of individual student expression,

(2) Improved student social skills,

(3) Increased self-esteem, and

(4) A greater appreciation of the student's unique tribal culture and other tribes.

For further information regarding the "Pyramid Lake High School Cultural Photography Program," write or call:
Ms. Harriet I. Brady
Native Studies Teacher
Pyramid Lake High School
301 Gerlach Highway
P. O. Box 256
Nixon, Nevada 89424
(702) 574-016

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13.
ROPES:
The Eastern Navajo Mountain High Program
Fort Wingate, New Mexico

Students participating in the "High Ropes Course."

The Eastern Navajo Mountain High Program, also known as the "ROPES Program," is located in Fort Wingate, New Mexico, twelve miles east of Gallup, New Mexico, on the Navajo Indian Reservation. This innovative and extremely popular program was initiated in 1987. During the 1996 Spring term alone, the program already had served 823 students from the following southwest tribes: Navajo, Zuni, Acoma, Hopi, and others, under the joint supervision of Mr. John Bloomquist, Eastern Navajo Mountain High Program Director, and Mrs. Rosita Norton, Assistant Director.

Eighteen Bureau of Indian Affairs schools participate in the Mountain High program, including the following: (1) Alamo Navajo School,(2) Baca Community School, (3) Bread Springs School, (4) Chi Chil Tah/Jones Ranch School, (5) Crownpoint Community School, (6) Dibe-Yazhi-Habitiln-Olta (Borrega Pass) School, (7) Dloy-Ay-Azhi School, (8) Dzilth-Na-O-Dith-Hle School, (9) Huerfano Dormitory, (10) Lake Valley School, (11) Na'Neelzhiin Ji 'Olta School, (12) Mariano Lake School, (13) Ojo Encino School, (14) Pueblo Pintado School, (15) To-Hajiilee-he School, (16) Tse-ii-ahi Community School, (17) Wingate Elementary School, and (18) Wingate High School.

The purpose of the "Easter Navajo Mountain High Program," an adventure-based counseling program, is to give youth structured and challenging activities which provide an opportunity to strengthen basic skills such as, trust building, teamwork, problem solving and individual initiative. Hopefully, each participant will learn that, with resolution, one may overcome self-imposed limitations or irrational fears. The "Eastern Navajo Mountain High Program"addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement, (3) Citizenship, and (4) Safe, Disciplined and Drug-Free Schools.

The four objectives of the ROPES Program include the following:

Native storyteller shares traditional tales about animals with the students.

(1) To provide a physically and emotionally safe environment in which exciting challenges teach consequences,

(2) To provide experience which teach the value of working together by fostering teamwork,

(3) To provide experiences which teach that all students are capable of achievements above and beyond normal expectations, and

(4) To foster individual initiative.

The Mountain High Program considers all youth "at risk" in decision-making ability. Therefore, the program is tailored to meet the needs of low risk, or high risk, special needs students, staff, parents and families. The Mountain High Program supports the concept of experimental education, whereby students and teachers travel on-site to participate in educational experiences.

The activities undertaken by the program utilizes physical and mental problem-solving abilities. Such activities include: backpacking, peak climbing, rock climbing, rappelling, and snowshoeing. Most of the training for these activities is undertaken at the ROPES Course facility located at Fort Wingate, New Mexico. A variety of team-building techniques are utilized in training based upon the mental, social, and physical abilities of the participants. The objective is to design challenging activities to test each participant's resolution and problem-solving abilities. However, more important than the experience is the time spent talking about, or processing, each activity after completion. Processing is a method of reviewing and learning about what has occurred and then transferring that learned experience to other problems, or situations, in life. The ROPES Course facility provides the following materials: climbing

ropes, harnesses, helmets, climbing hardware, a pickup truck and twelve-passenger vans for safe transportation of participants and equipment to various destinations.

The Mountain High Program also conducts an extensive Wilderness Experience Program for Navajo youth in the summer months.

Elementary students in the lower grades are provided with a three-day wilderness program. Groups of eight elementary students, led by two trained instructors, spend three days and two nights camping and learning about simple environmental issues. The goal is to teach basic lessons, including respect for oneself as well as other individuals and the environment. The students collect leaves, plant small trees in the forest, and conduct simple wildlife identification. In addition, they learn to camp and cook, while caring for themselves and their environment.

Junior high and high school students are provided a six-day Wilderness Experience Program. Eight youth and two trained instructors spend the first day on the Low level initiative of the Ropes Course. The first day is designed to acquaint students with each other and to begin the team problem-solving process. Students receive the necessary equipment to sustain themselves on a four-day wilderness backpacking experience in the high country of Colorado. During this time the students learn to cook, camp, read maps, climb a mountain peak, and to work cooperatively. On the final day they return to the ROPES Course and participate in the High level initiative–rappelling and rock climbing. The program has an inventory of equipment required to conduct the Wilderness Experience Program activities identified above, including: backpacks, sleeping bags, tents, cooking equipment, boots, coats, wool garments, snowshoes, ice chests, rain gear, maps and compasses.

Presentations regarding the goal and objectives of the program are made regularly to school boards, parents, Chapter meetings, civic organizations, and to school personnel/staff.

The program has gained interest in the broader community where groups and agencies outside the Eastern Navajo Agency Schools have frequently requested use of the program or facilities, such as the McKinley County Search and Rescue Team based in Gallup, New Mexico. To maintain the safety and integrity of the program, adult instructors must enroll in a 48-hour "New Instructor Training Class" prior to utilizing the ROPES facilities. Since the beginning of the Mountain High Program in 1987, 287 new instructors have received such training. Many schools within the Eastern Agency now have staff that are trained ROPES instructors who can utilize the program for their students during the school year on a planned basis.

The four major benefits to students participating in the Mountain High Program include the following:

(1) An increased sense of awareness and appreciation for oneself and others,

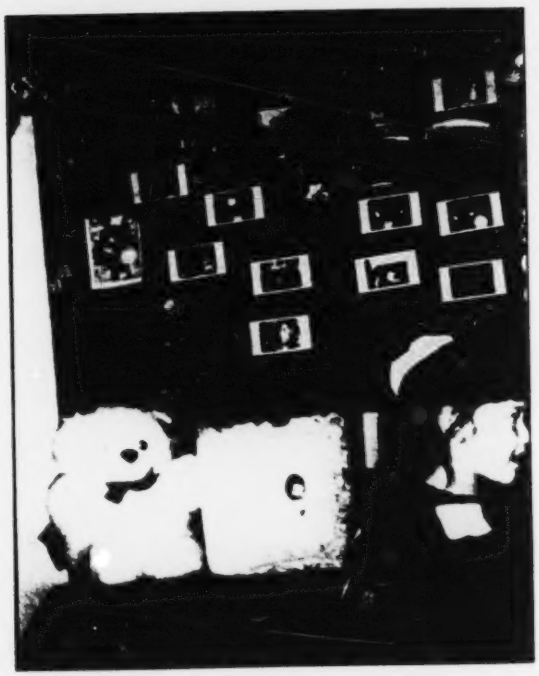
(2) The realization that life is not a spectator sport,

(3) The realization that they are capable problem solvers, and

(4) Experiencing both work and fun at the same time.

For further information regarding "The Eastern Navajo Mountain High Program," write or call:
Mr. John Blomquist
Mountain High Program Director, or
Ms. Rosita Norton
Assistant Director
P. O. Box 286
Fort Wingate, NM 87316
(505) 488-6440

14.
San Felipe Pueblo Elementary School
San Felipe Pueblo, New Mexico
"San Felipe Pueblo Title 1 Program"



Krystal Chavez. "I am a Special Person."
Kindergarten Class - Mrs. Eileen Cimarron, Teacher

San Felipe Pueblo Elementary School is located in San Felipe Pueblo, New Mexico thirty-two miles north of Albuquerque, New Mexico and thirty-six miles south of the state capitol of Santa Fe, New Mexico. The Catholic Church established the first school in the early 1900s, and the Bureau of Indian Affairs established a second school in 1930. The current Bureau of Indian Affairs Elementary School, established in 1980, serves 370 San Felipe Pueblo students in grades K-6 under the supervision of Ms. Mary McBride, Principal.

The purpose of the "San Felipe Pueblo Title 1 Program" is to strengthen reading, language arts and mathematics skills in students' grades Pre-K through six by providing them with an enriched and accelerated education program designed to develop both basic and advanced academic skills. the "San Felipe Pueblo Title 1 Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship and (2) Science and Mathematics.

The four primary educational objectives of the program are identified as follows:

(1) To develop basic literacy and communications skills.

(2) To increase reading comprehension skills.

(3) To develop basic and advanced mathematical skills utilizing the computer laboratory, and

(4) To develop critical thinking and problem-solving skills.

Project READ, or Reading Excites All Dreams, is a school-wide Title 1 program specifically designed for students in grades two and three. Project READ is based on the rationale that students will attain higher reading standards when placed at their appropriate reading levels. The teachers can prepare an in-depth reading plan and better meet the needs of these students when planning for one reading level group instead of three or four groups. In addition, the teachers can integrate additional curricular areas into reading instruction, and add critical thinking skills into their lesson plans. Two Title 1 teachers help three second-grade teachers and two third-grade teachers in providing intensive one-hour classes in reading instruction.

The computer lab serves all students attending San Felipe Pueblo Elementary School. Structured computer lab classes are designed in four nine-week grading periods. Each nine weeks is devoted to a specific skill area–such as, reading, language arts or math. Students in grades two through six are permitted to select a program of their choice once their assignments have been completed. The Computer Lab is also used for Science projects uti-

Lucy Valencia, HeadStart Educational Aide
Students: Xavier Brooks, Brandon Sanchez, Antionette Jojola and Gianna Candelaria.
Activity: Transitional Project HeadStart and Kindergarten

lizing computer programs including graphics software and word processing. Programs selected for younger students are age-appropriate and are correlated to class room instruction.

All teachers coordinate in-class tutoring services. Individualized tutoring is available to those students requiring additional assistance. The teachers utilize team-teaching methods or work jointly with students on projects–such as, the Speech Contest and the Science Fair.

Students participating in the San Felipe Title 1 School-wide Programs during the past six years have shown significant improvement in their academic achievement scores. Measured in NCEs, the long-term trend in NCE gains over a five-year period, based upon scores recorded for the Comprehensive Test of Basic Skills, or CTBS/4, indicate significant gains in student achievement. In addition, the regular program test scores have consistently improved during the past three-year period. San Felipe reports an average 2.26 NCE gain for reading, an average 2.47 NCE gain for language arts, and an average 2.47 NCE gain in mathematics for all students, grades 1-6.

The four major educational benefits to San Felipe students participating in this program include the following:

(1) An opportunity to participate in small reading groups in which the Title 1 staff participates, thereby providing lower pupil-teacher ratios.

(2) In-class tutoring assistance which has contributed to higher achievement test scores in reading, language arts and mathematics.

(3) Increased computer skills by using classroom computers and the computer laboratory, and

(4) A Summer School Program which provides an integrated language arts program which includes reading and mathematics for Pre-K through Six grade students.

The Title 1 School-wide Program provides support for three professionals–including, a Coordinator-Teacher, a Parent-Coordinator-Teacher, and a Gifted and Talented Coordinator-Teacher, assisted by three para-professionals.

For further information regarding the "San Felipe Pueblo Title 1 Program," write or call:
Ms. Mary McBride
Principal
San Felipe Pueblo Elementary School
P. O. Box 4343
San Felipe Pueblo, New Mexico 87001
(505) 867-6253

15.
Santa Rosa Boarding School
Sells, Arizona
"Santa Rosa Boarding School Intensive Residential Guidance Program"

Daniel Ortega and Joe Hayes, Counselor.

Balloon-ologists: Front row, l. to r.: Daniel Ortega, Lester Valisto, Tanya Montana. Back row, l. to r.: Noreen Garcia, Cheyenne Romero, Rosanna Alvarez, Jeannette Josemaria, Joe Hayes (Counselor) and Augustine Lopez.

Santa Rosa Boarding School is located approximately 44 miles south of Casa Grande, Arizona on the Tohono O'odham Indian Reservation. The Bureau of Indian Affairs established the boarding school, in 1975. The school serves the needs of 332 students in grades K-8, and, of these, 50 students reside in dormitory. Ms. Mary Jo Walter serves as principal.

The purpose of the "Intensive Residential Guidance Program" (IRG) is counselling to provide professional guidance and services to students who have serious problems adjusting to school programs. The IRG Program addresses the National Educate America 2000 Educational goals and the Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship, and (2) Safe, Adequate School Facilities.

The four primary objectives of the program include the following:

(1) To identify and place students in an Intensive Residential Guidance Program,

(2) To provide tutoring and recreational opportunities for Intensive Residential Guidance Program students,

(3) To provide individual counseling to all Intensive Residential Guidance Program students, and

(4) To provide referral services for students requiring specialized professional services to the United States Public Health Services clinic and other medical professionals.

Santa Rosa Boarding School began participating in the Intensive Residential Guidance Program in the 1990-91 school year. A home-living specialist directs the project with the assistance of one academic counselor, a number of dormitory staff members who assist in the provision of counseling, group leadership

training, and clerical services. In 1993, the Tribal Mental Health Services Program, or T.O.P.S., was made available to referred IRG students. At this time the IRG Program expanded to include two counselors, one homeliving specialist and nine dormitory aides. Teachers, teacher aides, administrators, and a school psychologist provided extra tutoring, consulting and counseling services.

The program was specifically developed to focus counseling resources on those students, who without planned intervention, would continue to develop negative behaviors. Intensive Residential Guidance students selected to enter the program are provided specialized services via the following four-stage processes:

(1) Screening - Screening is provided by the homeliving specialist and academic counselor. Together they review each application to determine if a student meets a set of admittance criteria, including: referral from the Court of Juvenile Authority, expulsion from school, referral by a licensed psychologist, a history of truancy, school drop-out status, a pattern of disruptive behavior, referral by the local legal system, documented use of alcohol and/or drug abuse, or referral from a social service agency,

(2) Diagnostic Work-Up Schedule - A preliminary Diagnostic Work-Up Schedule is then prepared by the homeliving specialist for each student referred,

(3) Staff and Placement Committee - A Staffing and Placement Committee, consisting of the school principal, the homeliving specialist, counselors, homeliving assistants, a psychologist and the student, review the Diagnostic Work-Up Schedule to determine whether a student meets the criteria for IRG placement, and

(4) Individual Treatment Plan - If the student meets the placement criteria, an Individual Treatment Plan, (ITP), is developed to meet the student's specific needs. Each student ITP specifies the problem to be addressed and prescribes a minimum of five hours of counseling and related guidance activities per week. The ITP, which is an individualized intervention plan, contains individualized long-term goals, time-lines for completion, methods of providing services and evaluation procedures.

The four major benefits to students participating in the "Santa Rosa Boarding School IRG Program," include:

(1) Developing respect for the rights and property of others,

(2) Accepting the consequences for his or her judgement and actions,

(3) Learning to follow all regulations and policies of the school and community, and

(4) Improving upon his or her abilities and interests to the fullest potential.

For further information regarding the "Santa Rosa Boarding School Intensive Residential Guidance Program," write or call:

Ms. Judith Daniel
Supervisor Homeliving Specialist
Santa Rosa Boarding School Dormitory
HCO Box 482-E
Sells, AZ 85634
(520) 361-2431

16.
Sherman Indian High School
Riverside, California
"The Wellness Program"

Sherman students participating in a Wellness Talking Circle

Sherman Indian High School is located on an eight-eight-acre campus within the city of Riverside, California. The first school opened in 1892 in Perris, California, and in 1900 they moved the school to the present site. The Sherman Museum Building, the only original building remaining on campus, is designated as an historic landmark. The museum continues to operate daily under the supervision of a voluntary and knowledgeable American Indian curator. The current educational facility, constructed in the 1970s, provides housing for students representing seventy tribes. The students are members of tribes predominantly from the southwestern states of California, Arizona, Nevada, Utah and New Mexico. However, many other students attend the school from states as far away as Montana, Wisconsin and Alaska. The school serves 509 students in grades 9-12 under the supervision of Mr. Kenneth R. Taylor (Muskogee-Creek), Chief School Administrator. A total of 37 certificated staff members and thirty-seven classified staff members serve students attending Sherman Indian High School. The school board consists of seven members who oversee the management of the school.

According to the Chief School Administrator, in 1996 the school has made significant progress in several areas of school reform. First, the school is in the process of implementing a new Standards Project, an alternative assessment measure of students' academic achievement. In addition, this year the school combined their school-wide Title I program with their Improving America's Schools Act funds to develop an integrated program to better address the needs of all students. The Title IV Safe and Drug Free School Program provided support for comprehensive school health via the "Wellness Program."

The purpose of the "Wellness Program" is to address the risk behavior of students through an intensive program designed to include the spiritual, emotional, educational, social, traditional and other needs of the students. The Sherman Indian High School "Wellness Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, and (2) Safe, Disciplined and Drug-Free Schools.

The three major objectives of the program include the following:

(1) To assist students to recognize and address their problem with substance abuse.

(2) To support students in maintaining their educational focus, and

(3) To encourage students to graduate from high school.

In the past, Sherman Indian High School had separate and non-integrated programs to address the problems of chemical use and abuse among the students. The distinction between the former program and the newly established Sherman Indian High School "Wellness Program" is that the new

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Sherman students participate in a "Wellness Run."

program attempts to address the chemical use and abuse problem and the other varied problems simultaneously. In recognition of this new integrated approach to better meet the needs of students, the school board has declared Sherman Indian High School as a "Wellness Learning Center." In so doing, the school has focused its attention upon the total well-being of all students enrolled at the school. The Wellness Learning Center encompasses all of the programs at the school, including educational, residential, social, athletic and other programs. It ensures that each student attending the school receives the maximum benefits provided by this unique wellness program. The "Wellness Program" combines the highest academic standards with an exceptional student self-building component, thereby creating a supportive environment for students residing at Sherman.

The Counseling Program is under the direct management of a professionally credentialed, licensed, clinical psychologist selected with input and review by the Indian Health Service. The Director of the Counseling Program reports directly to the Chief School Administrator.

All counselors participating in this program are under the supervision of the Director of the Counseling Program, and are required to meet minimum California state certification as Mental Health Counselors.

The four primary educational benefits to students participating in the program are identified as follows:

(1) Increased attendance and retention rates,

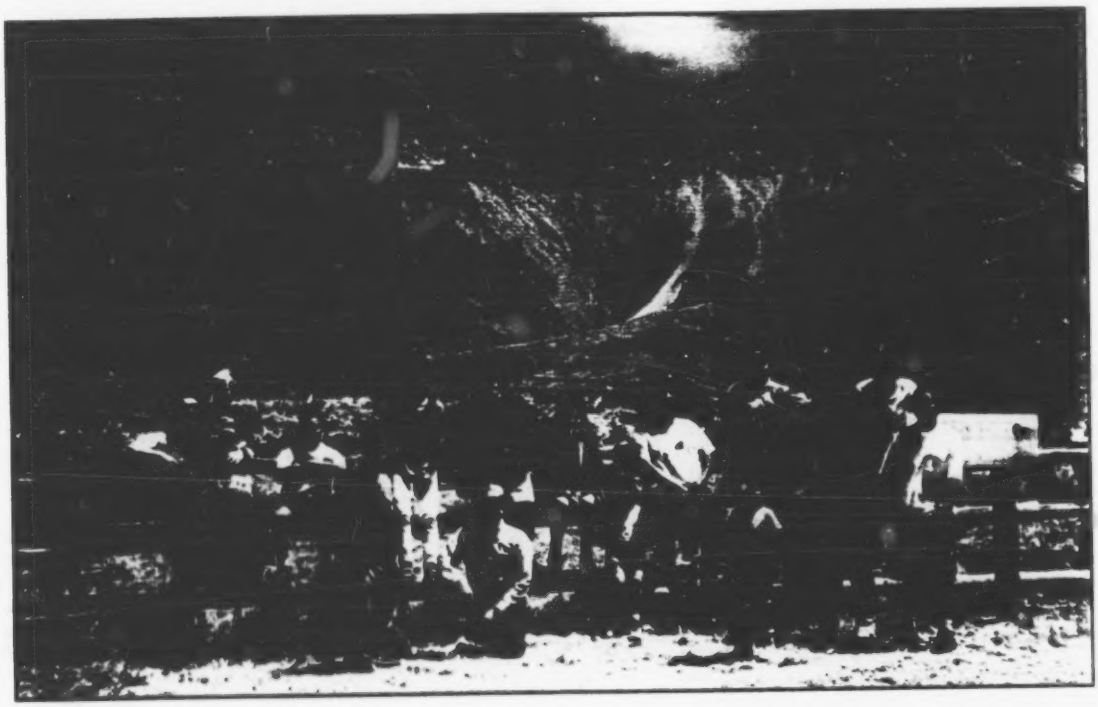
(2) Improved student academic achievement,

(3) Reduced rate of substance abuse incidents, and

(4) Reduced number of incidents which involve local law enforcement authorities.

For further information regarding the "Wellness Program," write or call:
Mr. Kenneth R. Taylor
Chief School Administrator
Sherman Indian High School
9010 Magnolia Avenue
Riverside, California 92503
(909) 276-6327

17.
Sho'Ban School District #512
Fort Hall, Idaho
"Dance of the Salmon Program"



Shoshone-Bannock students participating in the "Dance of the Salmon Program."

Shoshone-Bannock Junior-Senior High School is located in Fort Hall, Idaho, approximately 12 miles north of Pocatello, Idaho, on the Shoshone-Bannock Indian Reservation. The first school was established by the Bureau in 1975 as an alternative school. In 1986, it became a tribally operated grant school. The Shoshone-Bannock Junior-Senior High School serves 182 Shoshone-Bannock students in grades 7-12 under the supervision of Mr. Phillip Shortman, Principal. Five members of the community serve on the local school board.

The purpose of the "Dance of the Salmon Program," an annual Shoshone-Bannock student summer project, is to instruct students in Environmental Science by identifying those factors in the environment that hinder salmon from returning to their native habitat. The "Dance of the Salmon Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Science and Mathematics, and (4) Tribal Government, Language and Culture.

The four major objectives of the program include the following:

(1) To instruct Shoshone-Bannock students in the area of Environmental Science.

(2) To determine the optimum incubator densities and configurations.

(3) To test the technology for successful hatching by increasing egg-to-fish survival at the minimum cost and effort, and

(4) To increase community education and involvement.

In the summer of 1993 a group of Shoshone-

Shoshone-Bannock students utilizing cooler to transport 22,000 steelhead eggs to the streamside hatch box.

Bannock students traveled to the Yankee Fork of the Salmon River in south-central Idaho to see their ancestral fishing site. There were no salmon and the students wanted to know why. The Indian Summer project was initiated to answer the question: What factors in the environment hinder the salmon from returning to their native habitat? Because of their interest in restoring the ancestral fishing waters, the Shoshone-Bannock students selected an egg incubation experiment to help increase self-sustaining, natural production of steelhead trout.

The Shoshone-Bannock students formulated a three-step plan to help increase the hatch rate of steelhead in Idaho waters:

1. Examine current fish populations and habitat conditions,

2. Determine what factors may be affecting fish populations, and

3. Develop a plan to address the factors limiting the fish population.

Students theorized that two factors limit the salmon's return to Idaho: the dams and poor water conditions. Based on this theory, the students enlisted the help of local companies, government agencies, and scientists to teach them how to take and test water samples and how to evaluate the results. Water from the Yankee Fork, the ancestral fishing site, was sampled to determine its basic quality and if heavy metals existed. The results of the water tests at Yankee Fork were within the acceptable limits. After evaluating the conditions at Yankee Fork and deciding that conditions were adequate for their experiment, the Shoshone-Bannock students conducted a streamside egg incubation experiment using a modified hatch box, a Whidlok Vibert box, and surplus steelhead eggs from the Sawtooth Hatchery. The project permitted the students to produce fish to release into streams where the natural populations were

depressed. Studying the results of the stream health survey at Yankee Fork helped the students to understand the importance of stream health to salmonid life cycles. Although another tributary of the Salmon River was assigned the students for their egg incubation experiment, the Yankee Fork results provided baseline information with which to compare their experiments.

To learn effectively to manage and enhance fish populations, the Shoshone-Bannock students gathered basic physical and biological data, and, with the help of mentors from the community, the students then analyzed the data to determine the population status and factors limiting fish production. Using a workbook, Students on the Snake, surveys were used to analyze the data. The students worked in pairs to determine basic water quality, including: (1) temperature, (2) flow, (3) depth and width, (4) barriers, (5) pool-riffle ratios; (6) silt, (7) dissolved oxygen, (8) fecal coliform, (9) PH, (10) biological oxygen demand, (11) total phosphates, (12) nitrates, (13) turbidity, (14) total solids, (15) macro invertebrate taxa groups, and (16) in-stream habitats. Utilizing the results from the Yankee Fork survey as baseline data, water samples from a second creek were then collected and analyzed using a mass spectrometer, provided by a community mentor, to determine if harmful microorganisms or heavy metals, such as aluminum, arsenic, cadmium, cyanide, lead, mercury or silver were present in the stream. The findings revealed that the metals were all in an acceptable range.

On June 2, 1995, they installed the hatch box referred to earlier on the second creek. The students collected water samples and evaluated the condition of the stream. From the Sawtooth Hatchery, 22,000 surplus steelhead eggs were placed in a cooler to transport them to the streamside hatch box. Before they deposited the eggs into the boxes, the water temperatures in the cooler and hatch box were compared. They siphoned water from the hatch box to the cooler. The water's flow rate was carefully monitored to insure that it was not transferred too quickly, which would make the water colder. If the water temperature in the cooler changed too fast, the eggs would die. The water temperature in the cooler could not change more than two degrees Fahrenheit in thirty minutes. Before the eggs were transferred, the boxes were placed in the hatch box to adjust to the water temperature.

Each week the students collected water samples, analyzed them, posted the results, and compared the results with previous weeks' and initial data results. They found no significant differences in water conditions from the first to the last day of the project. The results remained the same.

Approximately two months after the eggs were placed in the hatch box, the fish had completely hatched. On August 3, 1995, they removed the boxes from the refrigerator. The number of mortalities was hand totaled at 954. With 22,000 eggs originally placed in the hatch box and 954 mortalities, the hatch result was 97.3%. Even on a smaller scale project such as this, the percentage of the hatch was significantly higher than those in the state hatcheries. On August 4, 1995, they removed the standpipe of the hatch box and the fish were forced to exit the box and enter the stream.

The educational benefits to Shoshone-Bannock students participating in this program include the following:

(1) Students had the opportunity to use hands-on scientific methods to accompany their math and science skills.

(2) Students were encouraged to set goals.

(3) Students were instructed in the formulation, testing and analysis of a general hypothesis, and

(4) Students had the opportunity to interact with mentors in industry, academia and the local scientific community.

For further information regarding the "Dance of the Salmon Program," write or call:
Ms. Gloria Osborne
Administrative Assistant
P. O. Box 790
Fort Hall, ID 83203
(208) 238-3976

18.
Southwestern Indian Polytechnic Institute
Albuquerque, New Mexico
"SIPI College Bound Summer Program"

SIPI College Bound students toured the Taos Box Canyon while white water rafting. They enjoyed a picnic lunch at the halfway point. Students camped out before and after the rafting trip and went on archeological explorations. They also examined the petroglyphs in the area.

Southwestern Indian Polytechnic Institute is located fifteen in Albuquerque, New Mexico. Established in 1971, the institute is a post-secondary community college operated by the Bureau of Indian Affairs. One hundred American Indian students attend the SIPI College Bound Summer Program. Dr. Carolyn Elgin serves as President. An eleven-member board oversees the management of the institute.

The purpose of the "SIPI College Bound Summer Program" is to motivate and enable low-income, average achieving high school students to complete high school and enroll in a post-secondary college or university. The "SIPI College Bound Summer Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Science and Mathematics, and (4) Tribal Government. Language and Culture.

The objectives of the program include the following:

(1) To provide academic instruction in pre-algebra, pre-calculus, general science, geology, physics, computer technology, communications, essays and literature.

(2) To work directly with Sandia National Laboratory scientists on a variety of project-based science curricula.

(3) To increase motivation, career awareness and business skills by undertaking extensive field trips to local museums, cultural centers, sports activities, and other venues, and

(4) To provide academic instruction in the Navajo and/or Spanish languages.

SIPI is located on a 150-acre campus adjacent to the beautiful Rio Grande Valley in Albuquerque, New Mexico. SIPI is a post-secondary community college serving Native American members from one hundred tribes across America. The institute has sponsored a summer academic enrichment program to high school students since 1989. The "SIPI College Bound Summer Program" serves approximately 100 students each summer.

In June 1995, enrollment in the program numbered 97 high school students from several tribes, including: (1) Navajo, (2) Lummi, (3) Sioux, (4) Passamaquoddy, and (5) several Pueblos. During the summer program students resided in the Four Winds Lodge Dormitory and participated in supervised college campus living.

Student instruction in academic classes was based upon course work previously undertaken, a placement test and their own preference. Subjects included: pre-algebra through pre-calculus, general science, geology, physics, communications, creative

SIPI College Bound Student, Suzette King, carefully puts together her structure during the Architecture Class Project taught by Sandia Scientist, Cynthia McInteer. Students designed a child care center including a playground while learning basic principles of space design.

writing, literature, and Navajo or Spanish languages.

The teaching teams consisted of math, science, computer or language instructors, Sandia National Laboratory scientists, SIPI student interns in science, math, computer or engineering programs and, often, an administrative representative.

While receiving academic instruction in a college setting in math, science, computers and communication, the students worked directly with scientists from Sandia National Laboratories on the following project-based curricula: water quality of the Rio Grande; solar cars; solar power; solar telescopes; remote-controlled model airplanes that demonstrated the science of flight; modern-day architectural and design models; videos demonstrating the meaning, value and preservation of petroglyphs; home pages on the Internet, and a video production of Native American humor with a message.

In addition, 20 fortunate students were selected to visit the Lawrence Livermore National Laboratory located in Oakland, California, where they worked directly with scientists on the Cray Supercomputer. Areas of study included fractals, virtual reality, the information highway, and environmental manipulation. Many students declared a new interest in computer careers due to the variety, complexity and opportunity for computer use while at the Lawrence Livermore National Laboratory.

The educational benefits of the program for students include the following:

(1) Increased interest in science, math computer technology, and engineering fields.

(2) Direct contact and participation with teachers, scientists, interns, and fellow classmates from a wide variety of tribes and locations.

(3) Hands-on experience in applying skills to projects, thereby demonstrating talents, and

(4) Learning by teamwork, cooperative problem solving, creative thinking and accountability.

The 1995 summer program was funded jointly by the U.S. Department of Energy and the U.S. Department of the Interior, Bureau of Indian Affairs via the Eisenhower Fund.

For further information regarding the "SIPI College Bound Summer Program," write or call:

Ms. Joan A. Johnson
Coordinator, Math/Science Special Programs
Southwestern Indian Polytechnic Institute
P. O. Box 10146
9169 Coors Road, N.W.
Albuquerque, NM 87184
(505) 897-5712

19.

St. Stephens Indian School

St. Stephens, Wyoming

"St. Stephens Multimedia Program"

Veronica Spotted Elk and Mitchel Moss look over the plan for the student newspaper "Eye of the Eagle."

St. Stephens Indian School is a K-12 school located in St. Stephens, Wyoming, on the northeast border of the Wind River Indian Reservation nine miles west of Riverton, Wyoming. A Jesuit priest by the name of Father Jutz established a mission and school in 1884. In 1977 the community petitioned the Bureau to operate as a tribally controlled contract school, which later became a grant school in 1979. St. Stephens Indian School was the first Bureau-funded school to receive national recognition as a Blue Ribbon School for their outstanding academic program and national recognition for implementing an outstanding Drug Free School Program both in the same year, 1994.

In 1996, St. Stephen's Indian School serves 278 Arapahoe and Shoshone students in grades K-12 under the supervision of Ms. Margaret J. Puebla, Superintendent. A five-member board oversees the management of the school district.

The purpose of the "St. Stephens Multimedia Program" is to provide an enjoyable learning experience between multi-age groups and ability levels, with students engaged in the meaningful practice and application of critical thinking skills designed to enhance reading comprehension of limited English-proficient students. The "Multimedia Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, and (2) Student Achievement and Citizenship.

The four objectives of this program are identified as follows:

(1) To promote cooperative efforts among students as members of a working team.

(2) To develop and refine student critical thinking skills.

(3) To instruct students in the subjects of reading, language arts, writing oral communications, computer technology, photography and multimedia design, and

(4) To provide students with an enjoyable cooperative learning experience that produces a real product.

The "Multimedia Program" was established in 1995 after the acquisition of new computer equipment, including a multimedia station and extensive computer instruction for teachers. In addition, ongoing and progressive computer use and training for all students began in kindergarten as computer exploration. In later grades keyboarding, word processing, and desktop publishing are undertaken.

Recently a new student newspaper, entitled "Eye of the Eagle," was established as a totally new approach to teaching the basic subjects of reading, language arts, writing, oral communications and photography. The program provides students with an enjoyable learning experience between multi-age groups and ability levels through cooperative learning.

The Multimedia Program has three components. The first component is an instructional program based upon individual and small group instruction. Four teachers at the professional and

Fallon Addison sits behind the console of the school's intercom system and prepares to deliver the daily morning announcements to the classrooms.

specialized instruction level provide the instruction. The second component is the use of technology, taught via the team-teaching approach, in which students are provided training in many methods using word processing, picture scanning, spell check, fonts, style, and alignment. The third component provides students instruction in the basic concepts of photography including the process required to develop black and white film. This involves the mixing of chemicals and the timing of various developmental stages. The resultant photographs are used in the bimonthly newspaper. St. Stephens students then collect information and write their own scripts, rehearse, and announce upcoming events each morning via the school's intercom system. These activities provide students an opportunity to practice their public speaking skills, develop self esteem and build confidence, while promoting fluency in the English language, increasing vocabulary, reinforcing proper grammatical usage and reading proficiency.

Future plans include wiring the elementary building for video in order to produce televised student broadcasts of morning announcements throughout the school.

The educational benefits to Arapahoe and Shoshone students participating in the program include the following:

(1) Increased academic skills, which include listening skills, research skills and critical thinking skills,

(2) Participation in a cooperative learning environment which has made a substantial difference in the learning process and learned activities beyond regular classroom instruction,

(3) The opportunity to practice their public speaking skills, develop self-esteem and build confidence, and

(4) Participate in an interdisciplinary approach which fosters connections between subject areas and allows school work to become real life.

For further information regarding the "Multimedia Program," write or call:
Ms. Margaret S. Puebla
Superintendent
St. Stephens Indian School
P. O. Box 345
St. Stephens, WY 82524
(307) 856-4147

20.
Tohaali Community School
Newcomb, New Mexico
"Tohaali Integrated Math and Industrial Arts Program"

Three Tohaali students utilize hands-on mathematics to design projects.

Tohaali Community School, formerly known as the Toadlena Boarding School, is located 70 miles southwest of Farmington, New Mexico, in the beautiful and remote foothills of the Chuska Mountains on the Navajo Indian Reservation. The school was first established by the Bureau of Indian Affairs in 1911. Today it remains a K-8, bureau-operated elementary and middle school which serves 250 Navajo students under the supervision of Ms. Rena L. Teller, Principal. A five-member school board oversees the management of the school.

The purpose of the "Tohaali Integrated Math and Industrial Arts Program" is to provide Navajo students with hands-on mathematics instruction in the design and construction of projects. The "Tohaali Integrated Math and Industrial Arts Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship, and (2) Science and Mathematics.

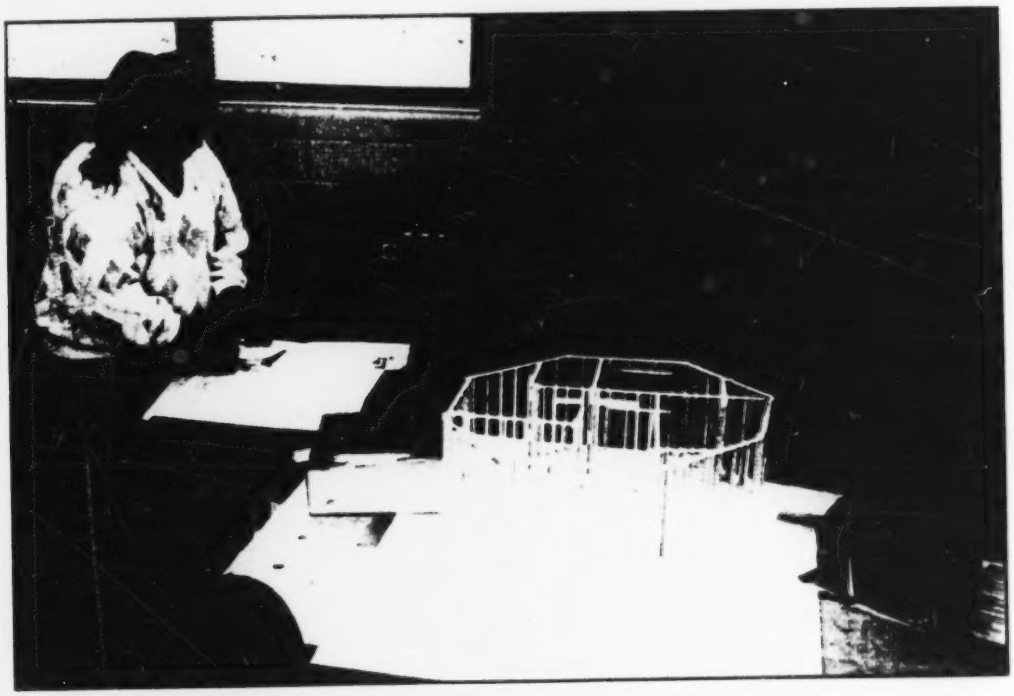
The four primary educational objectives of the "Tohaali Integrated Math and Industrial Arts Program" include the following:

(1) To provide instruction in mathematics, including measurement, ratios, proportions and fractions.

(2) To instruct students in practical woodworking skills while obtaining a hands-on math education.

(3) To provide students an opportunity to work cooperatively and individually on projects of their own choice, and

Tohaali Community School



Instructor and students construct a traditional Navajo hogan.

(4) To provide students with an opportunity to learn basic marketing skills.

The Tohaali Community School is especially proud of their Integrated Math and Industrial Arts Program, which is offered at the middle school level in grades six through eight and taught by Mr. Paul Yazzi. After receiving mathematics instruction, students utilize the information to construct items of their choice from wood. The items may be useful implements, artistic works or models. For instance, the students recently constructed a scale model of a Navajo hogan, or traditional Navajo earthen home, complete with modern amenities. Students use both hand tools and power equipment in the construction of their projects. Budgetary constraints have limited supplies and equipment, therefore donations of wood are welcomed. Sometimes students take old pallets apart for use as lumber. Once completed, students sell their projects to buy saw blades, drill bits and other supplies.

The educational benefits to students participating in the program include the following:

(1) Increased interest and ability in mathematics,

(2) An opportunity to acquire a variety of practical woodworking skills,

(3) Hands-on math education, and

(4) The acquisition of skills in marketing their own products.

For further information regarding the "Tohaali Integrated Math and Industrial Arts Program," write or call:

Mr. Joe Ward
Academic Department Head
Tohaali Community School
P. O. Box 9857
Newcomb, NM 87455
(505) 789-3205

21.
Two Eagle River School
Pablo, Montana
"Home Culture Program"

Quilting Projects: Cindy Crooked Arm, Tish Dubray, Shy Bird and Kathy Tapia (teacher).

Quilting and Shawl Making Projects: Dolly Wells, Shy Bird, Kathy Tapia (teacher) and Cindy Crooked Arm.

Two Eagle River School is located in Pablo, Montana, eight miles north of Polson, Montana, on the Confederated Salish-Kootenai Indian Reservation. A Bureau-funded and tribally controlled contract school established in 1974, Two Eagle River School serves 150 Salish and Kootenai students in grades 7-12 under the supervision of Ms. Clarice King, Superintendent. A seven-member school board oversees the management of the school.

The purpose of the "Home Culture Program" is to provide an opportunity to learn Salish and Kootenai culture and traditions by applying academic subjects to individual projects. The "Home Culture Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Science and Mathematics, and (4) Tribal Government, Language and Culture.

The four major program objectives include the following:

(1) To perpetuate the harvesting and preparation of traditional foods.

(2) To perpetuate the creation of traditional clothing, while simultaneously instructing students in English and mathematics skills.

(3) To provide an opportunity for students to learn about their Salish-Kootenai cultures, and

(4) To provide students an opportunity to work with and learn from tribal elders.

After the first few years of Two Eagle River School's existence, it became evident that there were many students who had not been taught the culture and traditions of the Salish and Kootenai Tribes. To address this cultural need in the students' education, the "Home Culture Program" was created. Home Culture classes are offered to all students attending Two Eagle River School. The goal is to provide an opportunity to learn Salish and Kootenai culture, language, and traditions by applying academic subjects to individual projects. While students increase their knowledge of English, language arts and mathematics, they are also reclaiming their culture, language, and traditions. Hopefully, students will pass this knowledge of their proud Salish and Kootenai cultures to future generations.

Mathematics is a good example of an academic skill that students need to function successfully in the Home Culture classes. A student must be able to understand and utilize mathematic concepts in order to complete a sewing project, and a student must be able to read in order to understand directions. With the development of confidence, a student might consider establishing a small business utilizing the knowledge of the old and the new.

Salish and Kootenai language instruction is also incorporated into Home Culture classes. While students are working on projects, they have an opportunity to learn their traditional languages because teachers ask the students to converse in the Salish or Kootenai languages. Students are also told the history of the Confederated Salish-Kootenai Indian Reservation and their relatives. During the appropriate season of each year, story telling is conducted. Traditional foods, especially at harvest time, are discussed as well as the correct preparation of these foods for use in the winter months. Traditional child-rearing practices and other cultural information are also shared.

Both the Salish and Kootenai peoples have cultural committees whose sole purpose is to protect, preserve and teach their respective language, culture and traditions to tribal members. As part of their teaching, students participate in various activities with both cultural committees. One such activity occurs each Spring, when the "bitterroot" is blessed by the elders and then harvested. Each year students and staff members accompany the cultural committees at harvest time when the "bitterroot feast" is prepared.

An important annual event, Elder's Week, is held in the middle of May at the culmination of each school year. During this time cultural consultants are invited to work with the staff and students for the purpose of teaching traditional activities. Once a staff member learns how to make a new project, this activity is incorporated into the Home Culture classes. During the academic year, students make various projects which include shawls, ribbon shirts, quilts, wing dresses, beaded items, moccasins and buckskin gloves to present as gifts to tribal elders during the annual Pow Wow. This is a very rewarding experience for the students. The tribal elders are appreciative and praise students for the work that they have done.

During Elder's Week the Confederated Salish and Kootenai Tribal Government sponsors an educational seminar called "The River Honoring." The Tribe identifies a different age-group of students, whom they personally invite to attend a Summer Seminar and Teepee encampment. Students are introduced to a wide variety of services administered by the Tribal Government. The seminars are designed, sponsored and taught by Tribal Program Managers for the purpose of educating students about the intricacies of Tribal Government. The students assist with the setup and take-down of the Teepee encampment, utilizing knowledge learned via the Home Culture classes.

The "Home Culture Program" has aided in increasing the number of Two Eagle River School students who have become directly involved in Salish and Kootenai cultural activities, thereby preserving their tribal heritage.

The educational benefits for the students of this program include the following:

(1) Learning and preserving the language, culture and traditions of the Confederated Salish and Kootenai Tribes.

(2) Utilizing academic subjects, including English, mathematics and science in the creation of traditional foods and clothing.

(3) Interacting directly with tribal elders, and

(4) Learning a real life curriculum relevant to their culture.

For further information regarding the "Home Culture Program," write or call:

Ms. Clarice King
Superintendent
Two Eagle River School
P. O. Box 160
Pablo, Montana 59855
(406) 675-0292

22.
Wingate Elementary School
Fort Wingate, New Mexico
"Boy Scouts of America, Troop #39 Program"

Boy Scout camp out at Assayai Lake: Irwin James (Scoutmaster Assistant), David Gomez, Brandon Hildreth, Farrell Nelson and Larson Billy.

Wingate Elementary School is located in Fort Wingate, New Mexico, 14 miles east of Gallup, New Mexico, on the Navajo Indian Reservation. Established in 1956, the Bureau of Indian Affairs-operated elementary school currently serves 583 Navajo students in grades K-8 under the supervision of Ms. Dianne T. Owens, Principal.

The purpose of the "Boy Scouts of America, Troop #39 Program" is to promote intensive leadership training for Navajo boys age 11 and older. The "Boy Scouts of America, Troop #39 Program" addresses the National educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) Student Achievement and Citizenship, and (2) Tribal Government, Language and Culture.

The objectives of the scouting program include the following:

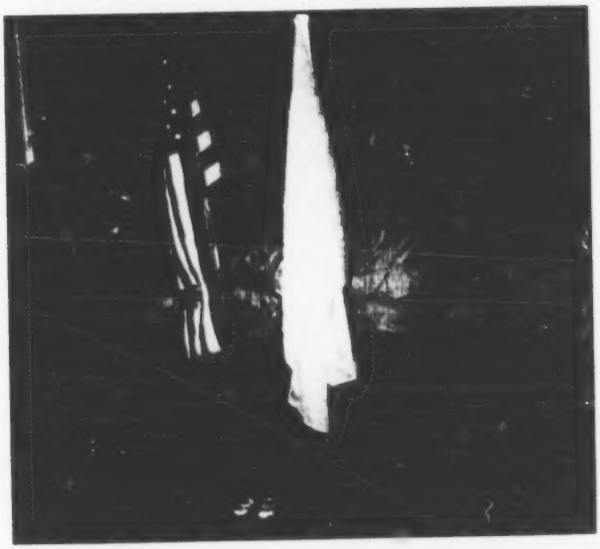
(1) To challenge students to become responsible young adults,

(2) To provide a sense of pride and belonging for students,

(3) To expand leadership opportunities for students, and

(4) To develop a bonding program between staff and students.

The "Boy Scouts of America, Troop #39 Program" was established in January 1991 under the supervision of Mr. Watson Billy. While 45boys registered initially, at present 65 students are now enrolled. Twenty adult-support committee members volunteer to assist Troop #39 each year. During the first year Mr. Billie was invited to attend the National Advance Training Program, known as the Advance Wood Badge Training, for adult leaders. There are two phases of the training. The first phase was completed at Camp Frank in Chimayo, New Mexico, while the second, or applicant phase, was completed in May 1993. Based upon the advanced training undertaken by Troop #39, the troop qualified for the National Quality Unit Award three consecutive years: 1993, 1994



Color Guard at Graduation Ceremony: Watson Billy (Scoutmaster), Kenneth Chee, Erwin Smith, Jason Billy and Larson Billy

and 1995. During this period three assistant scoutmasters were also invited to the Wood Badge Training. Training future adult leaders is the top priority of Troop #39. In this instance a highly advanced group of interested adults has been willing to go *the extra mile* for the boys at Wingate Elementary School.

In addition, Troop #39 has been actively involved in local, district, council, and National Campouts throughout the Southwest Council. In 1993 Troop #39 was featured in *National Boys Life* as the only all-Native American Boy Scout Troop in the United States. The news article was published during the Zuni Mountain District Spring Camporee held at Canyon De Chelly in Chinle, Arizona. Recently, five Boy Scouts from Troop #39 have achieved entry into the prestigious Order of the Arrow. Three adult Arrowmen are also members.

In 1993 the scouting program was expanded to include boys ages seven through ten via the creation of a Cub Scouting Program. Wingate Elementary School enrolled 42 new Cub Scouts the first year. Now, Cub Scout Pack #39 has a functioning program separate from the older Boy Scouts and with its own committee. The Cub Scout Pack has participated in one Summer Day Camp in Bluewater, New Mexico.

Troop #39 sponsored the district Winter Camping and Klondike Derby two years in a row. They also have sponsored two district Junior Leaders Training Programs at Wingate Elementary School under the leadership of Mr. James Cerrato, Assistant Scoutmaster. Most of the Boy Scouts are involved in other service projects which are needed within the Wingate Elementary School or throughout the local community.

The Wingate Elementary School has proudly been active in supplying the much-needed equipment and supplies that have outfitted the boys of Troop #39.

The benefits to students participating in the program include the following:

(1) Increased abilities of leadership,

(2) Increased sense of responsibility,

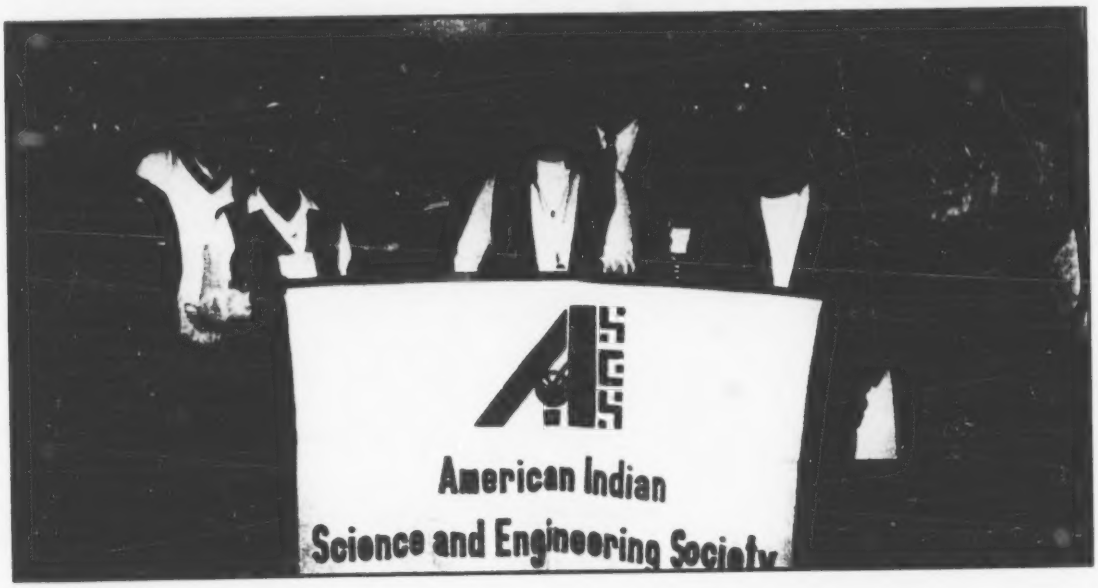
(3) Increased consideration for the needs of others, and

(4) Increased self-esteem, school attendance , and academic achievement.

For further information regarding the "Boy Scouts of America, Troop #39 Program," write or call:

Ms. Dianne Owens
Principal
Wingate Elementary School
P. O. Box 1
Fort Wingate, NM 87316
(505) 488-6470

23.
Wingate High School
Fort Wingate, New Mexico
"Wingate High School American Indian Science and Engineering Society"



Wingate High School students participating in the "American Indian Science and Engineering Society."
Back row: Myron Pinto, Ivan King, Larry Tolino, Kera Armstrong, Shawnette Ramone.
Middle row: Nelita Sandoval, Eric Willie, Michele Morgan, Flora James, Terrie Charlie, Michelle Nahlee.
Front row: Michelle Trujillo, Ingrid McCray, Fannrey Rom, Pauletta Dodge, Michelle Thomas.

Wingate High School is located in Fort Wingate, New Mexico, 14 miles east of Gallup, New Mexico, on the Navajo Indian Reservation. The Bureau-operated school currently serves 575 students in grades 9-12 under the supervision of Mr. Adam B. Bull, Principal.

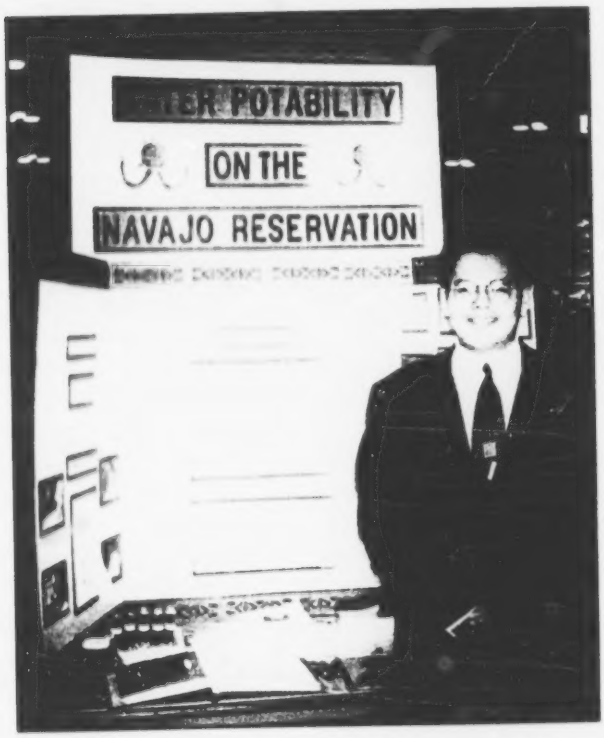
The purpose of the "Wingate High School American Indian Science and Engineering Society," or WHS AISES Program, a local chapter of the American Indian Science and Engineering Society, is to promote interest in science, mathematics, engineering, community involvement and postgraduate education among American Indian students attending Wingate High School. The "Wingate High School American Indian Science and Engineering Society" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, and (3) Science and Mathematics.

The four primary objectives of the program are identified as follows:

(1) To motivate and provide opportunities for students to compete and participate in math, science and engineering activities.

(2) To motivate and provide opportunities for students to participate in community service activities.

(3) To motivate and provide opportunities for students to enhance their knowledge of post-secondary educational oppor-



Wingate student Larry Tolino with his "Water Potability on the Navajo Reservation" project.

tunities and entrance requirements and procedures, and

(4) To motivate and provide opportunities for students to develop and use leadership skills and improve their self-concept.

The "Wingate High School American Indian Science and Engineering Society" was developed to encourage students to pursue careers in the mathematics, science and engineering fields. The program is designed to provide students with the motivation, skills, qualifications and opportunities to pursue these careers. Research showed that their students typically required a greater knowledge of math and science concepts and applications, experience in competition and self-expression, community service hours, information on choosing a college, university or technical school, and advice on completing the necessary forms. The students also needed a positive self-concept to try to succeed in high school and beyond.

The "Wingate High School American Indian Science and Engineering Society" has four basic components designed to meet the needs of student participants, including the following: (1) the Math and Science Knowledge Enhancement and Competition Component, (2) the Community Services Component, (3) the Summer Program Component, and (4) the College Preparation Component.

The Math and Science Component consists of students competing locally, regionally and nationally in math contests. These are generally paper-and-pencil competitions organized by math course category. Also the WHS AISES students have competed in the regional Science Bowl, which is an oral competition using a game show format. The WHS AISES Program competes at the local, state, national and international levels in science fairs.

The WHS AISES students have been competing for five years with increasing success in science fairs. The students begin at the local level and must qualify for each successive level. The students research a topic, form a hypothesis, design an experiment, and obtain national permission to perform the experiment. After approval from the National Scientific Review Committee, the students perform their experiment, collect data, chart and graph the results and reach a conclusion. The students must write a scientific abstract of the experiment, create a display, and write a research paper relating the experimental process and findings. During the competition the students give an oral presentation of the experiment and results to a series of judges. The students may have one or more mentors help them through the science fair process, but they also rely upon the aid and encouragement of most of the staff at Wingate High School.

The science fair program has been highly successful in the past two years. At the state science fair WHS AISES sponsored 24 competitors. The students received 19 First Place and five Second Place awards and three-fourths of the four Special Awards. At the national competition WHS AISES sponsored 15 students who received 30 awards, including six Grand

Wingate student, Terrie Charlie, with her "The Effects of Mordants on Modern and Traditional Dyes" project.

Prize awards, thereby qualifying for the International Science and Engineering Fair and receiving all their expenses to attend paid in advance .

The Summer Program Component of the WHS AISES Program provides an opportunity for several students to participate in some outstanding summer learning programs, thereby enhancing their education, self-confidence, interpersonal skills and inter-cultural awareness.

The Community Service Component of the WHS AISES Program provides an opportunity for students to perform five needed community services, including: (1) the Adopt-A-Grandparent Program, which consists of students visiting and organizing special events for the elderly on a monthly basis, (2) the McKaffey Clean-Up of school facilities, (3) the Adopt-A-Highway Program, (4) the Science Mentorship Program, in which students serve as mentors and science fair judges for elementary and middle schools, and (5) the Campus Beautification Program, which consists of students planting trees and shrubs to enhance the local environment.

The College Preparation Component provides students with opportunities to attend workshops in college preparation, which includes application procedures and requirements, financial aid applications and college survival during AISES National and Regional Conferences. WHS AISES has attended several national AISES conferences which provide workshops for high school students, cross-cultural exploration, introductions to professional American Indian role models, and exploration of career possibilities. The Wingate High School students have also been instrumental in organizing a regional conference in cooperation with the professional AISES Chapter.

The four major educational benefits to students participating in the "Wingate High School American Indian Science and Engineering Society" include the following:

(1) An increased knowledge of math, science and language arts skills,

(2) An increased awareness of ecological concerns and the benefits of community service participation,

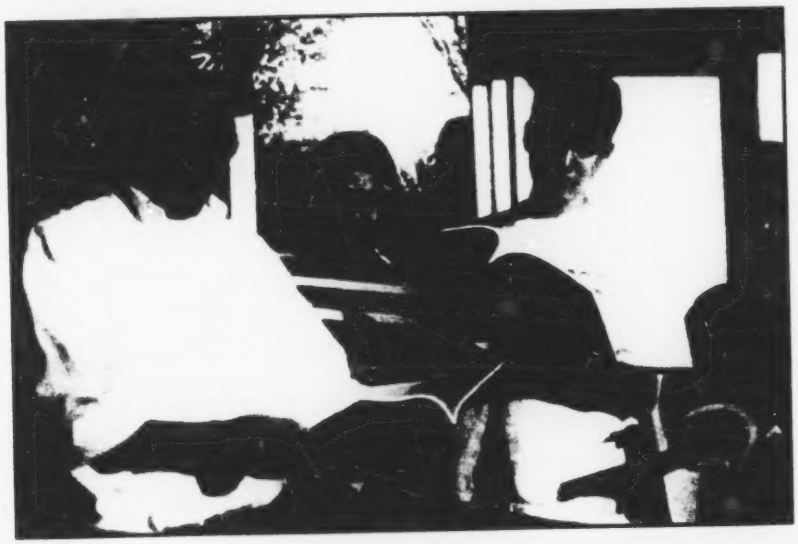
(3) An increase in self-confidence and willingness to face new challenges, and

(4) An increased awareness of post-graduation requirements and opportunities.

For further information regarding the "Wingate High School American Indian Science and Engineering Society," write or call:

Ms. Michelle Eustice
Math Teacher/AISES Coordinator
Wingate High School
P. O. Box #2
Fort Wingate, New Mexico 87316
(505) 488-6400

24.
Winslow Dormitory
Winslow, Arizona
"Education Career Vocational Enrichment Program"



Deciding on a career choice of their interest are, l. to r.: Boys, Counseling Technician, Edison Curtis and Winslow students Robert Mahkewa, Cornelius Noble and Johnnie Namingha

Winslow Dormitory is located in Winslow, Arizona, approximately 61 miles east of Flagstaff, Arizona. Established in 1954, Winslow Dormitory is a peripheral dormitory operated by the Bureau of Indian Affairs. The dormitory currently serves 177 students in grades 7-12 under the supervision of Ms. Helen S. Higdon, Principal. A four-member board oversees the management of the school. Students residing at Winslow Dormitory attend public schools in Winslow.

The purpose of the "Education Career Vocational Enrichment Program" is to encourage and assist Native youth in the development of a strong foundation emotionally, physically, spiritually, culturally and educationally so that they may become successful leaders and role models. The "Education Career Vocational Enrichment Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, (2) Student Achievement and Citizenship, (3) Science and Mathematics, and (4) Tribal Government, Language and Culture.

The four educational objectives of the program are the following:

(1) To provide career choices for students,

(2) To assist students in planning career and academic courses according to their abilities, aptitudes and interests,

(3) To counsel and guide students in selecting courses to meet state graduation requirements, and

(4) To prepare and introduce students to secondary education via vocational or academic exploration.

Winslow Dormitory utilizes several methods to build and support this program. One method used is to monitor the tutorial program in which staff work directly with the Winslow Public Schools at the junior high and high school levels. They communicate grades, progress reports and behavior reports orally and in writing. As soon as a student weakness is identified, an immediate procedure is established to resolve problem areas. Parents are notified and involved through scheduled conferences to support their child's education. Students having difficulty attend a mandatory weekly study hall where peer and community tutors are available. The library has many resources for students to assist them in meeting class requirements and provides additional resources to help students succeed. Computers are available for student use.

The students are looking through several catalogs of the colleges that they would like to make application.
L. to r., students Rita Leslie, Deidra Namingha, Andriana Barton, Kendra Lomavestewa, Tanya Nebitsi and Dorm Manager, Phyllis Hannah.

The residential staff is also involved with parent conferences at the public schools.

A second method involves working closely with Northern Arizona University's Talent Search Program. This program helps to build an educational foundation for the seventh-through-twelfth grader. The Talent Search facilitator works closely with the guidance counselor to conduct weekly enrichment sessions on careers, goal setting, study habits, positive problem solving, and college life-skill building. Seniors are provided individual assistance to prepare financial packets and applications to institutions of their choice. Many summer enrichment programs are also available in which high school students are encouraged to participate. On-campus visitation trips to surrounding state universities and community colleges are planned so that students may experience post-secondary education first hand. The purpose of such visits to higher education institutions is to assist and motivate students of all grade levels to understand the need to make good grades.

A third method involves the Counseling Department, which sponsors cultural presenters at Winslow Dormitory from both the Hopi and Navajo Nations. Other support programs, such as, Ala-teen, American Indian Science and Engineering Society (AISES), United National Indian Tribal Youth (UNITY) and the Intensive Residential Guidance (IRG) programs are utilized.

In addition, via Title IX, local community professionals have sponsored a very successful annual event, "Meet the Professionals Night," hosted at Winslow Dormitory. At this event many Native American professionals, such as police officers, counselors, nurses, teachers, artists, engineers, council delegates, forest department officials, probation officers, social services providers, bankers, and administrators, provide students with information about their careers.

The education benefits to students participating in the Education Career Vocational Enrichment Program include the following:

(1) Gaining first-hand experience about college life,

(2) Increased ability to make informed career choices,

(3) Increased levels of self-esteem, and

(4) Motivation to advance to post-secondary education and less chance of dropping-out.

For further information regarding the "Education Career Vocational Enrichment Program," call or write:
Ms. Helen Higdon
Principal
Winslow Dormitory
600 North Alfred Avenue
Winslow, AZ 86047
(520) 289-4488

25.
Yakama Tribal School
Toppenish, Washington
"Yakama School-To-Work Program"

Fenelia Andy, Yakama Tribal School Student, researches an occupation in the school's Job Shadow Program.

Yakama Tribal School is located in south-central Washington in the town of Toppenish within the homeland of the Yakama Indian Nation. The Yakama Indian Nation, originally comprised of 14 bands, signed the Treaty of 1855 which established their first Tribal School in 1979 via Public Law 93-638. Today, Yakama Tribal School is a Bureau-funded grant school which serves 100 students in grades 7-12 under the supervision of Ms. Anita Swan, Superintendent. Four school board members oversee the management of the school district.

The purpose of the "Yakama School-To-Work Program" is to prepare Yakama Tribal School students for the world of employment. The "Yakama School-To-Work Program" addresses the National Educate America 2000 Educational Goals and the Indian America 2000 Educational Goals in the areas of: (1) High School Completion, and (2) Student Achievement and Citizenship.

The four objectives of the "Yakama School-To-Work Program" are, as follows:

(1) To reduce the high incidence of unemployment on the Yakama Indian Reservation,

(2) To reduce the drop-out rate among students attending Yakama Tribal School,

(3) To provide students with direct experience in the world of employment, and

(4) To provide a transition for students from school to business and industry.

The primary geographic area targeted for the provision of services offered to students participating in the "Yakama School-To-Work Program" is the Yakama Indian Reservation, including the towns of Wapato, Harrah, Toppenish, Granger and White Swan. However, future plans include the expansion of the program to include the City of Yakima, Washington, the major population center in the region.

Partnerships with local institutions provide students with job training and work experience. The Yakama Valley Community College has provided an assessment tool for student career pathway choices. The Yakama Valley Skills Center is providing high school to post-secondary training. The Fort Simcoe Job Corps Center, located in the town of White Swan, offers vocational education training to selected students in a variety of union-skilled trades. The Yakama Tribal School has affiliated also with the Yakama Valley School to Careers Partnership, an organization formed to compete for state and federal funding. This partnership consists of a variety of business, labor, and education partners from the local area who have joined together to provide students with training in vocational education preparation. Recently, Yakama Tribal School joined the Yakama Valley Tech-Prep Consortium to permit students to earn college credit in Applied Math and Communications.

The "Yakama Tribal School-To-Work Program" offers career development courses to

As part of the "Yakama School-To-Work Program" grant, Traffic Safety Instructor, Bruce Elvington, advises student,Billie Jo Shoulder Blade, on the importance of good driving skills in the world of employment.

students in three areas: (1) Career Development, (2) Healthy Living, and (3) Job Shadowing.

The Career Development course is the primary component of the program. Students are invited to explore the world of employment and to assess career options through various activities, including role-playing, work-place behavior, preparedness, and business writing. In addition, the students undertake career field trips to local vocational training institutions and colleges.

The Healthy Living course addresses issues directly affecting American Indian youth, including, traffic safety, healthy relationships, HIV/AIDS, and drug and alcohol awareness. Guest speakers from community health organizations present lectures designed to increase student awareness of the consequences of risk behaviors and foster positive life choices.

The Job Shadowing course includes student participation in structured job-site observations, where they learn first-hand knowledge about day-to-day work activities. This component functions as a bridge from school to the world of employment. Once students have researched a specific occupation, have met with a Staff Career Team for advisement, and have selected a "Career Pathway," they are guided through the specific steps for completing a successful Job Shadow. The Yakama Tribal Job Shadow Program has borrowed from the best practices in the local community and throughout the region. Each student is provided with a step-by-step packet of instructions for use during his or her job shadowing experience.

Four educational benefits to students participating in the "Yakama School-To-Work Program" include the following:

(1) An increase in future employment opportunities for Program graduates.

(2) A reduction in the annual school drop-out rate.

(3) An increased awareness of the requirements and responsibilities of the world of employment, and

(4) A prepared transition from school to business and industry.

For further information regarding the "Yakama School-To-Work Program," write or call:
Mr. Jim Smith
School-To-Work Coordinator
Yakama Tribal School
P. O. Box 151
Toppenish WA 98948
(509) 865-5121

APPENDIX
"Indian America: Goals 2000"

1. **School Readiness** - By the year 2000, all American Indian and Alaska Native children will start school ready to learn.

2. **High School Completion** - By the year 2000, the high school graduation rate for all American Indian and Alaska Native students will increase to at least 90 percent.

3. **Student Achievement and Citizenship** - By the year 2000, all American Indian and Alaska Native students will leave grades 4, 8, and 12 having demonstrated competency in English, mathematics, science, history and geography; and schools will ensure that all students learn to use their minds well and are prepared for responsible citizenship, further learning and productive employment.

4. **Professional Development** - By the year 2000, all teachers of Indian students will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare students for the next century.

5. **Science and Mathematics** - By the year 2000, all American Indian and Alaska Native students will be among the first in science and mathematics achievement.

6. **Adult Literacy and Lifelong Learning** - By the year 2000, all American Indian and Alaska Native adults will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise their rights and responsibilities of citizenship.

7. **Safe, Disciplined and Drug-Free Schools** - By the year 2000, all American Indian and Alaska Native schools will be free of alcohol, other drugs and violence and will offer a disciplined environment conducive to learning.

8. **Parental Involvement** - By the year 2000, every school with Indian children will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

9. **Tribal Government, Language and Culture** - By the year 2000, all American Indian and Alaska Native students will have the opportunity to maintain and enrich their Tribal language and culture and will be knowledgeable of Tribal sovereignty, Tribal government and economic development.

10. **Safe, Adequate School Facilities** - By the year 2000, all schools educating American Indian and Alaska Native students will meet applicable health and safety codes.

* These goals are adopted and expanded from the National Education Goals.

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